

M. I. Hajwani English Medium School and Junior College, Khed

SDG Project

Inclusive Education

Week 6

Training on Differentiated Instruction, Peer Support

REPORT ON TRAINING ON DIFFERENTIATED INSTRUCTION AND PEER SUPPORT

Aim: The aim of the programme was Training on Differentiated Instruction and Peer Support.

Training Facilitator: The training session was conducted by the Principal of M. I. Hajwani English Medium School and Junior College, Khed. The Principal guided and facilitated the session on Differentiated Instruction and Peer Support.

Objectives:

- To understand the importance of differentiated instruction in creating an inclusive learning environment.
- To explore different strategies for addressing diverse learning needs and abilities.
- To promote peer support and collaborative learning among students.
- To encourage participation and active involvement of students with diverse learning needs.
- To develop an understanding of suitable classroom practices that support students with special educational needs.

Report:

A training programme on Differentiated Instruction and Peer Support was conducted by the Principal of the school as part of the SDG Project on Inclusive Education. The programme focused on understanding the diverse learning needs of students and developing effective ways to make classroom learning more inclusive and accessible.

The session highlighted the importance of adapting teaching methods, learning activities, materials, and assessment according to the individual learning needs and abilities of students. Different strategies of differentiated instruction were discussed to help students participate meaningfully in the learning process.

Special emphasis was given to peer support, where students can learn with and from one another through cooperation, encouragement, group activities, and collaborative tasks. Peer

support can help create a positive classroom environment in which every student feels valued, included, and encouraged to participate.

The training also focused on practical classroom strategies that can support students who require additional learning support, including students with disabilities and special educational needs. Teachers were encouraged to use flexible approaches, clear instructions, suitable learning materials, and varied activities to ensure that all students get opportunities to learn according to their abilities.

The programme reinforced the idea that inclusive education is not only about providing access to education but also about ensuring meaningful participation and learning for every student. Differentiated instruction and peer support can contribute significantly towards creating a supportive, respectful, and inclusive classroom.

Outcome: The training helped in developing a better understanding of differentiated instruction and peer support as important approaches for inclusive education. It provided useful strategies for addressing diverse learning needs and encouraging active participation among all students.

Conclusion: The programme was informative and useful in promoting the principles of inclusive education. It emphasized that with appropriate support, flexible teaching approaches, and positive peer relationships, every student can be given meaningful opportunities to participate and progress in the learning process.

Photographs of the Training Session

Photo 1



Photo 2



Photo 3

