In her webinar on Saturday, 15th September, **Božica Šarić-Cvjetković** shared some project work that she has done with her 8-year-old students. As she did so, she demonstrated many **principles of good inclusive practice**, that are highlighted here.

1) The way students are grouped is important.

In this situation, the students were not grouped by level / ability but mixed up. This meant that all the final posters produced were of a similar standard, and all the students felt proud of what they had done.

It also meant that the students may have been working with classmates they did not usually interact much with, and got to know – and appreciate – the skills and talents they had.

2) Self-esteem must be protected and boosted.

In plenary sessions, students were assigned questions that were easily within their reach, or that had already been answered several times, in order to give them the opportunity to experience success. Roles in the groups were assigned according to skills for the same reason. 'Superactive' learners were often given the more active roles, to keep them moving around the classroom in a productive way.

3) Activities should be differentiated.

Card-matching exercises were designed to offer clues the first time round, if needed, using colour or punctuation to help the students complete the task. This was gradually withdrawn as the task was repeated, offering the opportunity to recap and retrieve the information.

4) Opportunities should be provided to recap and reflect on performance.

After the initial poster-making task was complete, the follow-up dictation task was based on other groups' posters. This meant that they had an audience for their work, they reviewed the target language, and had a chance to reflect on their own work in comparison to others'.

5) Learning a language is also about developing other learning skills.

In this project, the students did not just learn about places in town, or how to use *there is / there are* – they also learnt about the importance of checking their work (editing) and of working together, each playing a role, and valuing the contribution that others make to the overall project.

6) Teachers keep learning from the students

Bozica pointed out that is important to monitor the groups, to make sure the tasks are being shared as directed. By observing the students working, teachers learn a lot more about their class, and the individuals who make it up, which can inform future project work.

If you have any questions, you can contact Božica by email: bozica.elt@gemail.com