In this workshop, we will explore the significance of ‘responsibility’ versus ‘response-ability’ in mistake-management. Through (re-)discovering missed opportunities in and out of the classroom, we will identify the role we could play as leaders in guiding teachers within and across subject disciplines in nurturing students to become more autonomous in managing their own mistakes. This could go beyond peer review in both speaking and writing tasks as students learn to take charge of their own learning, monitor their progress and develop strategies for ongoing self-improvement. Together we will learn about good Assessment-for-Learning (AfL) and Assessment-as-Learning (AaL) practices that have worked to good effect at local primary and secondary schools. We will also find out ways of motivating linguistically less competent learners to be co-mistake-managers. Hopefully participants will leave the workshop feeling better equipped to lead mistake-management initiatives in their specific teaching context.

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