Pedagogy in Chrysalis

The pedagogy adopted by Chrysalis is based on the latest in the world of education on effective pedagogy and authentic assessment. This is dynamic and evolves as the needs of a learner change.

The **Chrysalis approach** to learning accords the highest importance to the learner and prepares them for life. Learning is introduced, derived, co-constructed and reinforced in a structured and child-friendly manner. Learners are engaged and open to learning, which leads to greater participation and collaboration in the classroom and enduring understanding of concepts. Some key aspects of this approach are:

- **Constructive alignment**
  An approach that takes a learner gradually from 'known' to 'unknown'. This is crucial to efficacy of learning as its foundations lie in brain-based learning theories and relate directly to the plasticity and elasticity of the brain. Constructive alignment, in simple terms, can be defined as a coherence between assessment, teaching strategies and intended learning outcomes in an educational programme. It helps devise teaching/learning activities and assessment tasks that directly address the intended learning outcomes in a graded and age-appropriate manner.

- **Co-construction of knowledge**
  An approach where the facilitator and the learner work collaboratively to build and enhance knowledge and understanding. The learner is supported in actively *constructing* his or her repository of **knowledge** by discovery, derivation and open-ended questioning. A key aspect of such an approach includes providing adequate spaces for expression for a learner's ideas, thoughts and emotions. Another key strategy applied here is an inquiry-based approach to learning itself where the facilitator leads the co-construction of knowledge through carefully framed questions through out the lesson.

- **SOLO Taxonomy**
  An acronym for the **S**tructure of the **O**bserved **L**earning **O**utcome, SOLO is a model or taxonomy of learning that lists and structures learning outcomes from any activity, unit or learning programme into three levels of knowledge - surface knowledge, deep knowledge and conceptual (or constructed) knowledge. It helps learners see that their learning outcomes are due to their efforts, conceptual understanding and strategies rather than luck or fixed ability. This way, SOLO supports students in developing metacognition, self-regulation, self-efficacy and resilience in learning.

- **Subject skills**

  A set of skills that are uniquely developed and fostered in a learner through specific subjects. If communication is a cornerstone of English as a subject, observation and research are critical Science skills. While there may be overlaps, certain skills can be developed only as a result of pursuing certain courses of study.

- **Procedural skills**

  An approach that believes that the process of learning is as important as the learning itself. With each step/phase of the process, learners understand how to progress through a defined task in a structured, sequential and logical manner. This helps learners align thought and action by proceeding in an organised manner.

To know more about Chrysalis Systematic Change Programme:
https://empowerment.chrysalis.world/chrysalis-impacts-4-cultural-forces-of-learning