

Reciprocity Approach



Reciprocity in Early Education: Crafting Bright Futures for our Immersive Learners.

At Imagine Education Group, we prioritise the **Reciprocity Approach**, fostering a receptive learning environment where early education thrives, valuing diverse perspectives and creating a dynamic, meaningfully inclusive environment that honours each child's unique journey.

Integrated Elements:

- ✓ Emergent Curriculum
- ✓ Play-based Learning
- ✓ Child-led Exploration

Constituents:

- ✓ Receptive Relationships
- ✓ Cultural Competence and Meaningful Inclusion
- ✓ Responsive Environments
- ✓ Century 21 and Qi Skills
- ✓ EYLF V2 and NQF Alignment



Reciprocity Approach

INTEGRATED ELEMENTS

The Reciprocity Approach intricately weaves emergent curriculum, play-based learning, and child-led exploration into a warm, holistic tapestry of education, nurturing each child's unique potential fostering an immersive learning experience.

Emergent Curriculum

Embracing flexibility and responsiveness, emergent curriculum draws inspiration from children's interests, experiences, and spontaneous moments. By weaving the curriculum from the child's world, it allows adaptability and relevance, acknowledging that learning is most meaningful when rooted in the context of emerging interests.

NQS 1.1 - Program / The educational program enhances each child's learning and development

Play-based Learning

Child-led exploration allows children to take the lead, encouraging curiosity, self-directed learning, and decision-making skills. Like an evolving story, it respects individual learning styles and interests, contributing to a rich, personalised narrative within the broader educational tapestry.

NQS 1.2 - Practice / Educators facilitate and extend each child's learning and development

Child-led Exploration

As a cornerstone for holistic development, play-based learning utilises play activities as valuable educational tools. Recognising play as fundamental, it provides a rich tapestry for exploration, experimentation, and hands-on problem-solving. Play-based learning interconnects creativity, social skills, and cognitive development, fostering a comprehensive growth experience.

NQS 1.3 - Assessment and Planning / Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

**EMERGENT
CURRICULUM**

**PLAY-BASED
LEARNING**

**CHILD-LED
EXPLORATION**

Reciprocity Approach

CONSTITUENTS

Each constituent is a crucial thread in the rich and holistic tapestry of the Reciprocity Approach. These components collectively contribute to an immersive educational experience.

Receptive Relationships

Receptive relationships form the threads that weave through the educational tapestry of the Reciprocity Approach. Emphasising connectivity, responsiveness, and mutual understanding between educators, children, and families, these relationships create a foundation for a nurturing learning environment.

NQS 5.1 - Relationships between educators and children

Cultural Competence and Meaningful Inclusion

Highlighting the importance of understanding, respecting, and celebrating diverse cultural backgrounds within the educational environment, this constituent promotes a meaningfully inclusive and enriching learning experience.

NQS 6.2 - Collaborative partnerships

Responsive Environments

Responsive environments are the backdrop against which the educational tapestry unfolds in the Reciprocity Approach. Thoughtfully designed to support and engage children, these environments foster optimal learning experiences.

NQS 3.1 - Design / NQS 3.2 - Use

21st Century and Qi Skills

Emphasising the development of critical thinking, problem-solving, and essential skills, this constituent shapes an approach that aligns with the demands of the modern world.

NQS 1.2 - Practice

EYLF V2 and NQF Alignment

EYLF V2 and NQF Alignment serve as foundational stitches, ensuring the Reciprocity Approach aligns with recognised standards for early childhood education.

Quality Area 1: Educational Program and Practice

