

To enrol in our courses

Copy and paste the link to enrol in any of our courses

<https://www.asiapacificearlychildhoodconsultants.com/our-online-courses/>

If you need assistance or would like to pay by Direct Debit, please email us at info@deborahharcourt.com

Series (all four short courses in a series) \$225 nonmember / \$175 member
Children's Rights Education course \$555 nonmember / \$475 member

How our courses work

We work with the Instructure Learning Management System, called Canvas, which is used by 18 million students worldwide. It is easy to navigate, professional and interactive.

With our organisational focus on on-going professional learning, we design our courses to deepen understanding through offering short courses that build one on to the other.

For example, Series 1 has four short courses, each working on from the last. Then Series 2 also consists of four short courses, builds on Series 1. Each series offers an 'on demand' enrolment.

The courses are developed in modules with a range of information that includes text, a reference list, practical examples and ideas, photos, professional readings, YouTube links, critical reflection spaces, audio explanations from Deborah, collaborations and discussion boards/forums. You can request a live chat with Deborah to ask questions, seek clarification and talk through ideas.

Each short course is approximately 4 hours of online and offline study. There are no assignments, but many opportunities to share your thinking and ideas. You may receive feedback from Deborah and fellow participants throughout the course. You could also choose to do the series as a team – please contact us to discuss a special discount at info@deborahharcourt.com



Online professional learning suite

Series 1: Interpreting Reggio Emilia

Series 2: Re-imagining educational documentation

Children's Rights Education

ENROL ON DEMAND

Series 1: Interpreting Reggio Emilia

REP101:

An interpretation of the key principles of Reggio Emilia

Reggio Emilia is a town in northern Italy that has become synonymous with innovative early childhood education. This short course will assist participants in understanding the key principles that underpin the Reggio Emilia Educational Project and what they might initially mean to practice change in another context.

REP102:

Working with the competent child

Constructing a strong image of child is a key element in influencing how educators respond to young children. In this short course, we will draw upon the experience of Reggio Emilia to explore what image of child is, but contextualise this to reflect how you might construct an image of child, how this will influence your everyday practice and the kind of learning and teaching landscape you might create.

REP103:

Building relationships with people, spaces and materials

Effective relationships are more than just between people. This short course will examine the critical importance of human relationships within a learning community, and then explore how children and adults also need to time to form relationships with materials and spaces. There will be a strong focus on working with expressive languages as we seek to understand Malaguzzi's notion of the 'hundred languages'.

REP104:

Meaningful observations to support teaching and learning

One of the fundamental principles of Reggio Emilia is known as the 'pedagogy of listening'. This short course will assist educators in understanding what it means to listen deeply in practice and how you can develop strategies for honouring and enacting a pedagogy full of meaning, respect and joy with and alongside young children, families and each other.

Series 2: Re-imagining educational documentation

ED201:

An introduction to educational documentation

Educational documentation is how educators enable children's learning and their own teaching strategies to be visible to others: to children, colleagues, families and the community. This first short course introduces the variety of practices around documentation and makes specific links to centering on the notion of deep listening to children, the environment and each other.

ED202:

Giving visibility to teaching and learning

One of the fundamental principles of high quality projected planning is to ensure that you make your teaching and children's learning visible for others to see. This short course will assist you in identifying the significance of what you and children do together each day so that you can share these experiences as a tool for critical reflection with others: other children, the children themselves, families, your colleagues and the community.

ED203:

Expressive languages and children's thinking

Synonymous with the Reggio Emilia approach, in this course we explore in detail what Malaguzzi meant when he referred to the hundred languages. These are the communication tools children use to make meaning and to share their understandings of the world around them and their relationships with people, spaces and materials. Links will be made to the *process* – not prescription - of documentation.

ED204:

Linking documentation and assessment

With an emphasis on intentional teaching and ensuring that children are offered intelligent materials and experiences, this short course will focus on linking educational documentation to the principles of high quality early childhood education so that educators, children and families are confident that children have the skills, attitudes and dispositions to embrace all of the next stages in their learning, development and well-being.

Children's Rights Education

CRE301: Children's Rights Education

A 12-week self-paced online course for any professional that works with young children – from teachers and educators, to academics to health/legal/social science professionals.

It aims to provide participants with a sound understanding of the United Nation's Convention on the Rights of the Child (1989) (UNCRC) and the implications for professional practice.

This course is only offered as a full course, consisting of three sequential modules that support participants in undertaking an action research project with children.

The approximate pathway through the course includes:

Module 1 (weeks 1-4): Introducing children's rights – background to the UNCRC, the rights agenda and children as rights holders

Module 2 (weeks 5-9): Some big ideas – exploring citizenship, participation, education rights, assessment and researching with children

Module 3 (weeks 10-12): Rights and agency for children – interrupting the narrative, child as an agent, what is a child and a task for you

For more information, please see our website

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Our services APECC provides a range of specialist consultancy services that have a strong focus on conversations around the principles of the Reggio Emilia Educational Project translated in to the context of each early learning setting. We provide seminars, workshops, long-term professional learning projects, on-line courses and on-site consultancies in any part of the world. Our Executive Director is proficient in the principles of the Reggio Emilia Educational Project and is interested in supporting educators who are exploring these and other innovative provocations translated in to their own practice context.

About us

Dr Deborah Harcourt is the Executive Director at APECC and has had a distinguished career in early childhood in Australia and overseas. She is currently the Visiting Scholar in Early Childhood at the University of Verona, Italy and is a highly skilled on-line designer and facilitator. Well known for her engaging style, Deborah is interested in exploring the principles of Reggio Emilia, children's rights, play and innovative education, and how these might provide provocations for professional inquiry and practice change in a range of early childhood education contexts across the globe.



Asia Pacific Early Childhood Consultants

Established in Singapore and Australia in 2002, APECC's vision is to provide exceptional on-going early childhood professional learning opportunities that are firmly framed on upholding equity, social justice and the legal and ethical mandates of the United Nations Convention on the Rights of the Child. Our Executive Director is examining how a focus on principles for working with children that are based on respect, rights, responsibility, and an ethic of care - rather than just outcomes - can underpin high quality early childhood practice and teacher research.

Contact us

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