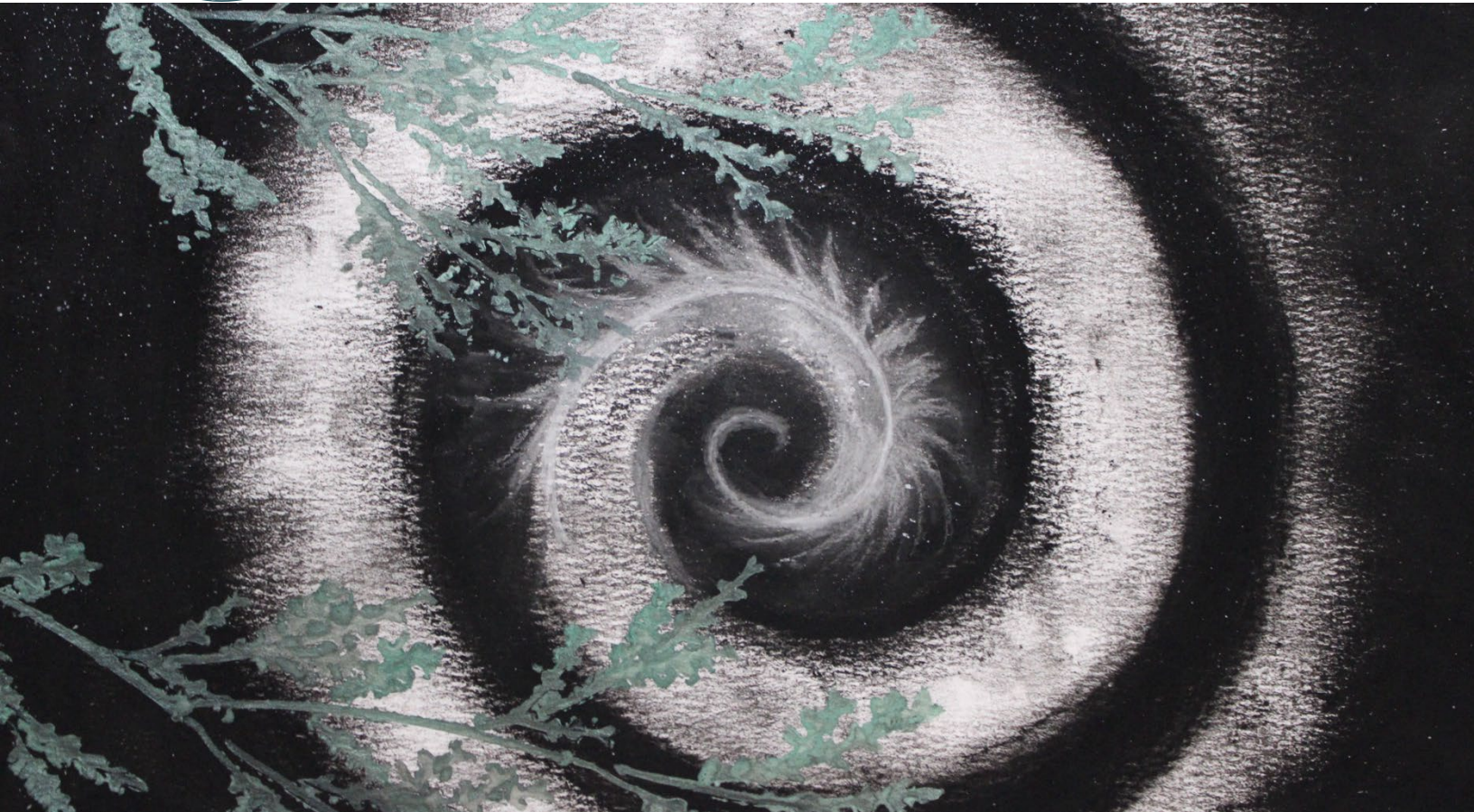


ISSUE 38: May 2026



The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

Pedagogist Program

Highlighting Francophone Pedagogical Work

In early May, the Pedagogist Program had the privilege of participating in the first conference for Francophone educators organized by the Francophone CCRR (FCCRR). This two-day event brought together a hundred professionals from across the province, providing a wonderful opportunity for the ECPN to share the collaborative work established within the Francophone community since September 2025. During the gathering, we highlighted pedagogical documentation and engaged in rich dialogue surrounding the work of pedagogists and the Early Learning Framework (*Cadre pédagogique*). As Jocelyne Ky, professional development coordinator at the FCCRR, shared: *"Having a Francophone pedagogist who can visit our centres and discuss and explore the Early Learning Framework with educators responded to an enormous need. We know that our*

educators want to move towards implementing the BC ELF, but that they have a lot of questions and need support. "

This event also reflects the ongoing commitments taking place this year within the Francophone community. Currently, two Francophone child care centres receive regular visits from a Francophone pedagogist. As part of our offerings, we also had the opportunity to facilitate a 4-part learning circle for Francophone educators across the province. Furthermore, we have been supporting the pedagogical reflections of post-secondary instructors at Collège Éducacentre, who offer the Early Childhood Education diploma in French; through a series of conversation circles.

Mise en lumière du travail pédagogique francophone

Au début du mois de mai, le programme des Pédagogistes a eu le privilège de participer à la première conférence pour les éducateurs et éducatrices francophones organisée par le CCRR francophone (FCCRR). Cet événement de deux jours, qui a rassemblé une centaine de professionnel·les de toute la province, a été une belle occasion pour l'ECPN de présenter le travail de collaboration établi depuis septembre 2025 auprès de la communauté francophone. Au cours de ce rassemblement, nous avons eu l'opportunité de mettre en valeur de la documentation pédagogique et d'engager des dialogues enrichissants autour du rôle de pédagogue et du Cadre pédagogique. Comme l'a souligné Jocelyne Ky, coordinatrice de la formation au FCCRR : « [...] le fait de pouvoir avoir une pédagogue francophone qui puisse aller visiter nos centres et discuter, explorer avec les éducatrices du cadre pédagogique, ça répondait à un énorme besoin. On sait que nos éducatrices veulent cheminer vers le cadre pédagogique, mais qu'elles se posent beaucoup de questions et qu'elles ont besoin de soutien. »

Cet événement reflète également les engagements continus qui ont pris place tout au long de cette année au sein de la communauté francophone. Actuellement, deux garderies francophones reçoivent la visite régulière d'une pédagogue francophone. Parmi les initiatives proposées, nous avons eu l'occasion d'animer un cercle de réflexion en quatre parties pour les éducateur·trices francophones de la province. De plus, nous avons pu soutenir la réflexion pédagogique des enseignant·es postsecondaires du Collège Éducacentre qui offre le diplôme d'éducation à la petite enfance en français; par le biais d'une série de cercles de conversation.

re:materia

The [re:materia project](#), a partnership between [ECPN](#) and [ECEBC](#) inspired by the [REMIDA project](#) in Reggio Emilia, Italy, and the work of the [Common Worlds Research Collective](#), engages educators in creatively and critically reimagining pedagogical processes and curriculum-making around waste. Grounded in social and ecological justice frameworks, re:materia proposes new directions for education that rethink the 3Rs (reduce, reuse, recycle) and refigure young children's waste futures. One of the re:materia initiatives is the online course [Waste-As Material: Reimagining the ECE Classroom](#), located on the BC Early Years Professional Development Hub.

First developed and piloted in 2023 by ECPN and ECEBC through a Professional Learning in the Early Childhood Sector in B.C. grant, this free professional development course has been delivered by the Pedagogist Program at the ECPN to 6 different cohorts of early childhood educators across British Columbia. Drawing from a range of disciplines, Waste-As Material invites a rethinking of waste materials in transformative ways. The course is designed as a hybrid virtual synchronous (live) and asynchronous (at your own pace within the course timeline) course with content delivered across 4 interrelated modules, aiming to foster lively and thoughtful engagement among the educator participants. Upon course completion, participants receive 22 professional development hours. This

course invites commitments of time, curiosity, and care. What comes from these commitments are generative possibilities for rethinking materials, relationships, and what education can be when waste is taken seriously as part of our pedagogical worlds.

The current Spring 2026 cohort began on March 30th and is running until June 21st. The Winter 2026 cohort ended mid-April with 32 educators completing the course. End-of-course surveys indicate that most found the course impactful for their practice, with 88% reporting that it had *very much* added to their knowledge and 9% reporting that it had *somewhat added* to their knowledge. Almost all (91%) reported that it was likely they would bring some of the ideas presented and discussed in the course to their practice with young children.

"I will be considering the materials I purchase for my centre and looking into intention and prioritize used/natural materials first. And then looking into how materials are incorporated as partnership in the program."

"I see myself bringing a more reflective and relational approach to working with materials, especially waste materials, into my practice. Instead of focusing on outcomes or finished products, I want to spend more time observing how children interact with materials and how materials influence their thinking and actions. I also plan to slow down the pace of activities and allow more open-ended exploration, giving space for uncertainty and experimentation. Additionally, I want to be more mindful about how materials are introduced and used, recognizing their connections to environmental and social systems. Overall, I aim to create opportunities for children to engage with materials in thoughtful and meaningful ways, while also becoming more aware of our shared responsibility toward the environment."

"I am eager to bring in the practice of following materials through their life cycle, recognizing materials have agency and questioning the role of single use materials and the notion of consumerism within education. Thank you for this wonderful opportunity to learn, reflect, discuss, grow and sit with complex ideas. This is the first course in a long time that I have taken that will lead to pedagogical change. I am inspired and I have left the course with lots to reflect on and endless ideas to put into practice."

"I loved this course. I think that as ECEs we have to invest so much of our own time into this career and I feel lucky that there is so much quality courses being offered like this one that does not cost us money. This course was well paced and gave me time to engage with the ideas without feeling stressed about completing the modules and activities. Thank you very well facilitated. much appreciation to all who worked to make this course possible."

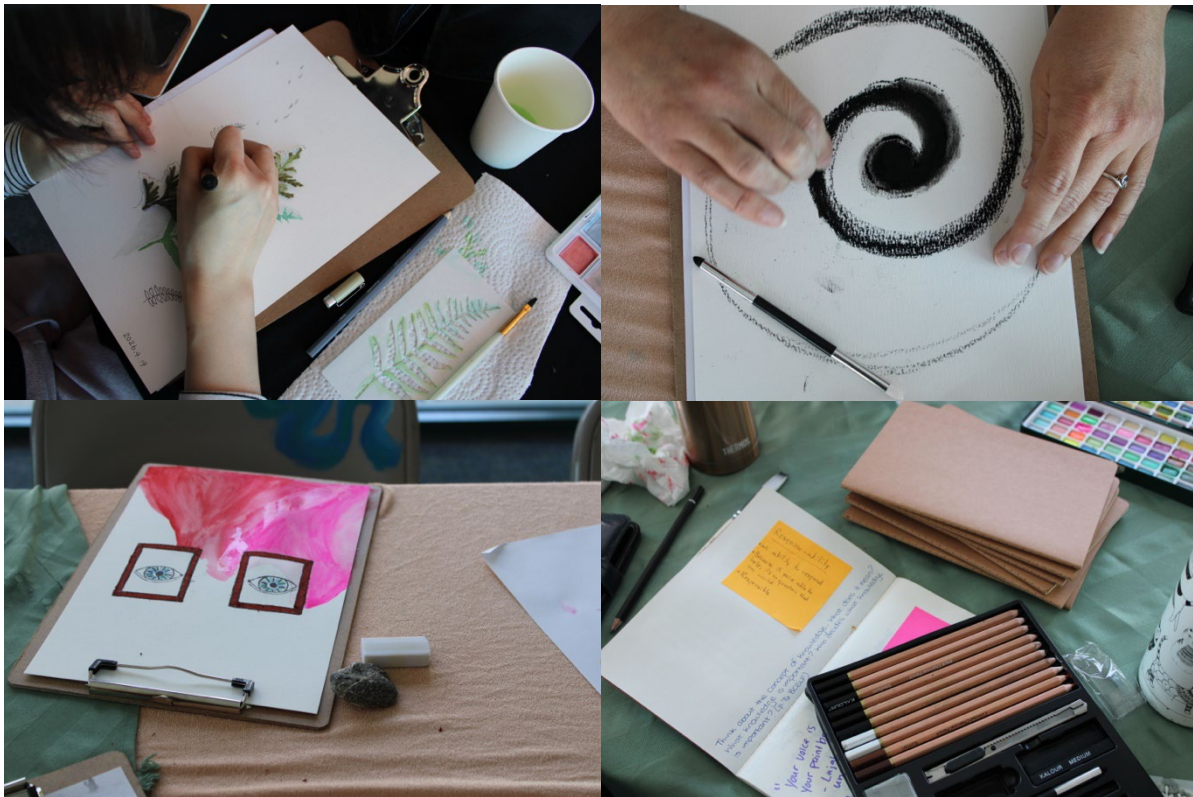
ECPN Highlights

Thinking Early Childhood Education with The Arts

Over the past year, ECPN pedagogists Heather Van Harten and Karen Rodden have gathered with educators in art spaces in the Victoria area to think with galleries, exhibitions, artists, materials, and one another. These encounters with the arts began in September 2025 at the University of Victoria's A. Wilfrid Johns Gallery with Common Worlding: Together-Apart, an exhibition that made visible UVic Child Care's pedagogical thinking, children's ideas, and art processes. This first gathering raised

questions about collective art-making and its potential to disrupt the prevalence of individualism in education.

Since then, the pedagogists have continued to gather with educators in spaces such as the Legacy Gallery, the Art Gallery of Greater Victoria, and, most recently, Nova Art Hub with artist Lajah Warren. Across these encounters, educators responded through journals, sticky notes, shared writing, drawing, art materials, and dialogue. The questions that surfaced were not only about art and art practices, but about education itself: What do we tell stories with? What happens when our stories intersect with and move through art? How might art invite us into new perspectives? What is art, and what is the artist? How do we sketch care? To whom and what are we responsible?

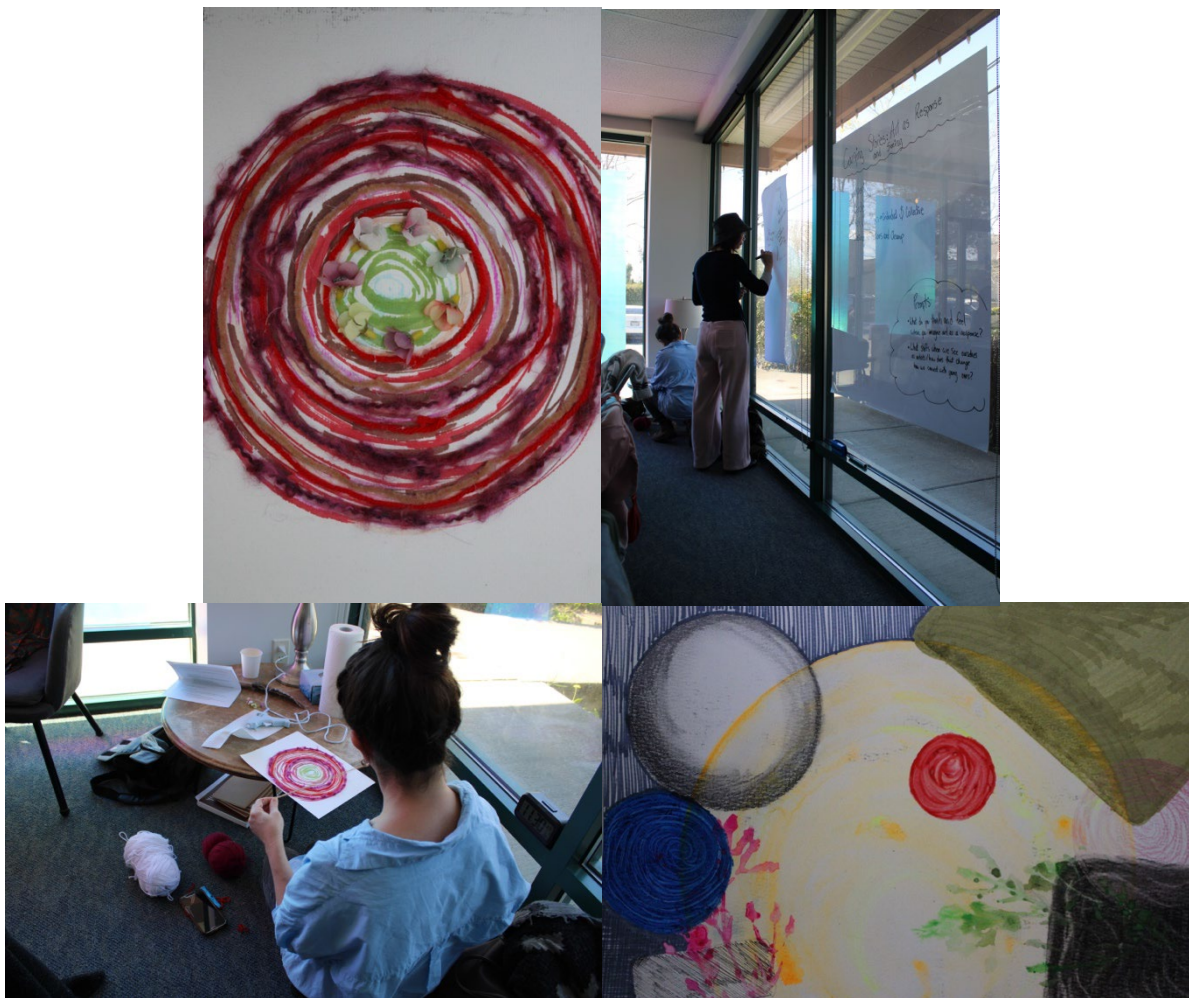


One question that remained present across these gatherings: What happens when early childhood education comes into relation with ideas beyond its own discipline? Each gathering invited participants to wonder how encounters with galleries, artists, exhibitions, materials, and unfamiliar concepts might shift educators' and pedagogists' views of children and the practices of early childhood education. Rather than confirming what we already know, interdisciplinary encounters can unsettle familiar ways of noticing and understanding children's ideas, gestures, and relations. For educators and pedagogists who gathered at the galleries, these events offered opportunities to pause with art and one another, allowing questions from outside the field to return with them into their pedagogical work.

This orientation toward thinking with ideas beyond the field has been deeply influenced by the concept of Exposures, developed and curated for the ECPN by Dr. Cristina Delgado Vintimilla. Through these public interdisciplinary events, Cristina has invited early childhood education into relation with artists, scholars, dancers, and other thinkers whose work sits beyond the usual boundaries of the field. Heather and Karen's gatherings take inspiration from this pedagogical proposition: that

encounters with unfamiliar ideas, practices, and spaces can shift what becomes noticeable, thinkable, and possible within pedagogical work.

Through these gatherings, Heather, Karen, and participating educators continue to think with how art, dialogue, and interdisciplinary encounters might stretch pedagogical commitments and open new possibilities for responding to and living education differently.



In the upcoming [Conversation XII: Pedagogists' Engagements in Early Childhood Centres](#), Heather and Karen will share some aspects of how these encounters with the arts have been connecting with and extending their pedagogical commitments and how they continue to shape the questions they bring into their work with educators and children.

With the leadership and guidance of Dr. Cristina Delgado Vintimilla, the ECPN has offered various online [Exposures](#) over the years. We invite you to listen to these recordings on the website.

Celebrating Pedagogists

Tracy Barkman and Samantha Zaytsoff: ECEBC Gayle Davies Award



The ECPN would like to congratulate ECPN pedagogist Tracy Barkman on receiving the 2025 [ECEBC Gayle Davies Award](#) at the ECEBC Gala Dinner and Awards. We are pleased to see Tracy's thoughtful and ongoing pedagogical work recognized in this way. Through her work with educators, children, families, and communities in the Nelson region, Tracy continues to create spaces for collaborative thinking, pedagogical dialogue, and meaningful relationships in early childhood education.

We also want to celebrate Samantha Zaytsoff, recipient of the 2026 Gayle Davies Award. Tracy and Sam have worked closely together for many years through the West Kootenay CCRR and the Pedagogist Program, supporting educators and fostering strong pedagogical communities across the region since ECPN began in 2019. Their collaboration reflects the importance of relational, community-based work in early childhood education and the possibilities that emerge when educators, pedagogists, and community partners think together over time.

Congratulations, Tracy and Sam, and thank you for the care, commitment, and pedagogical work you continue to bring to your communities.

Shirley-Ann Royer: 10th Annual Student Research Symposium at Capilano University for ECCE Research Project with Educators



Congratulations to Shirley-Ann Royer for receiving an award for her research project, *Attending to Aesthetic Languages and the Arts in Early Childhood Education*, at the 10th Annual Student Research Symposium at Capilano University for ECCE Research Project with Educators. Shirley-Ann's research project was co-created in conversation with seven ECPN pedagogists and three early childhood educators across the province. It asked if aesthetic languages and the arts might transform perspectives and practices in early childhood education and invite early childhood educators to re-imagine the cultures and pedagogical spaces we desire to cultivate as we live within 21st-century worlds.

This recognition speaks to the thoughtful, collective work that shaped the project. The research emerged through the thinking, curiosity, commitment, and willingness to take risks that educators and pedagogists brought into conversation. From the first invitations to participate, through the ongoing dialogue and shared questions that followed, the project became a collective process of thinking and creating with others.

Shirley-Ann expresses her gratitude to Capilano instructors, the ECPN, and the educators and pedagogists who all joined her in collectively creating this research project. We are excited to celebrate Shirley-Ann's work and the many relationships that made this project possible.

Congratulations, Shirley-Ann!

Upcoming Events

Conversation XII: Pedagogists' Engagements in Early Childhood Centres

Registration is open for the next Conversation Series, the final of the 4-part Conversation XII: Pedagogists' Engagements in Early Childhood Centres. This series continues conversations from last year's Conversation XI about how pedagogists collaborate with educators to create lively pedagogical spaces across B.C. Previous conversations can be viewed on the [Series](#) page of the ECPN website.

Part IV: Working with Pedagogical Commitments

Date: June 2nd, 2026

Time: 6:30 – 8:00 p.m. Pacific Time

How pedagogists and educators work with pedagogical commitments in their practice.

[Register Here](#)

Living Commitments to Inclusion: Tracing Everyday Shifts in Early Childhood Spaces

We are excited to invite early childhood professionals to join one of two in-person, focused dialogues that explore how we live and sustain inclusion in everyday moments of early childhood programs. Drawing on pedagogical work within the Pedagogist Program, pedagogists will share stories and traces that highlight the small yet significant shifts that occur when educators hold space for difference, complexity, and belonging. Rather than offering a model to replicate, this session creates room for dialogue around the uncertainties, tensions, and possibilities of inclusive practice. Together, participants will consider how commitments to inclusion move from words on a page into gestures, relationships, and everyday decisions with children, families, and communities.

Revelstoke Session

Date: Saturday, May 23, 2026

Time: 9:30 – 11:30 a.m. Pacific Time

Location: 124-1001 Mackenzie Ave, Revelstoke CCRR – Yellow Entrance

Registration Closes May 19th

[Register Here](#)

Port Alberni Session

Date: Thursday, June 11, 2026

Time: 6:30 – 8:30 p.m. Pacific Time

Location: 4558 Adelaide Street, Port Alberni CCRR

Registration Closes June 8th

[Register Here](#)

Whistler Session

Date: Thursday, June 11, 2026

Time: 6:30 – 8:30 p.m. Pacific Time

Location: Spring Creek Community Room – 1509 Spring Creek Drive

Registration Closes June 8th

[Register Here](#)

Port Hardy Session

Date: Saturday, June 20, 2026

Time: 10:00 a.m. – 1:30 p.m. Pacific Time

Location: 9250 Trustee Road

Registration Closes June 15th

[Register Here](#)

Continuing the Conversation

As we move through May, Child Care Month invites us to pause and reflect on what it means to advocate for early childhood education at this time. It is a time when early childhood educators' work is more visible, when there are amplified calls for better wages, working conditions, accessibility, and recognition, and when the sector is invited to gather and discuss what is needed now and for the futures we are working toward.

For many educators, pedagogists, community partners, and advocates, the ECEBC Conference offered one such gathering place. Throughout the conference, we were grateful for the many conversations with educators, pedagogists, directors, and colleagues from across B.C. These conversations were not only about the Pedagogist Program, but also about the conditions that make pedagogical work possible: sustained relationships, opportunities to think together, and time to return to questions that matter in everyday practice.

At the ECPN table, educators pointed out printed field notes, recognizing their own centres and pedagogical stories. Some shared that children frequently read and revisit the printed field notes in their programs. We also heard from educators who spoke about the impact of working with pedagogists in their communities. In one conversation, educators from Houston, B.C., reflected on what it has meant to have a pedagogist travel regularly to them: "No one ever usually comes here," they shared. These conversations remind us that access to pedagogical conversation, collaboration, and professional learning is not equal across the province. Geography, distance, staffing pressures, and uneven systems of support shape what kinds of opportunities are available to educators.

We are thankful to the ECEBC Conference organizers for creating such a thoughtful and energizing conference this year. We were pleased to participate and spend time in conversation with so many colleagues. Gatherings like this are important to the sector, and we are grateful for the invitation to participate.

These conference conversations also connect to wider sector discussions about the future direction of child care in B.C. The Ministry of Education and Child Care is preparing to host a virtual ChildCareBC Town Hall with Minister Lisa Beare on May 20, 2026, from 6:00 – 7:00 p.m. The town hall will speak to recent child care progress in B.C. and highlight upcoming engagement opportunities, including ways early learning and child care professionals can help inform the next steps and future direction of ChildCareBC. Participants will also have an opportunity to share feedback during the event. Those wanting to participate can register for the [Virtual ChildCareBC Town Hall with Minister Beare](#).

Child Care Month is not only a time to celebrate, but a time to insist that the everyday realities of educators, children, families, and communities be part of shaping its future. As conversations continue—in conference rooms, town halls, centres, staff meetings, and local community events—we invite educators and other early childhood professionals to keep asking what conditions are needed for early childhood education to change.

