

ISSUE 26: April 2025



The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

Pedagogist Program

Pedagogists work closely with a 'cluster' of early childhood programs or centres to develop and maintain an emergent program of direct and continuous pedagogical support for beginning and experienced child care professionals that is grounded in the cluster's context and suited to the educators' needs and strengths. While most of their time is focused on this work, pedagogists do also foster opportunities for structured collaborative dialogues with educators outside of their cluster.

This month, a few pedagogists had the opportunity, working in collaboration with their local CCRR Program, to join the CCRR's Networking night as guest speakers. Drawing on their pedagogist work with educators, Lu and Mateja joined educators at Westcoast in Vancouver on April 3rd, and Rachel joined educators at PacificCare in Nanaimo on April 17th, to discuss documentation within the process of pedagogical narration ([B.C. Early Learning Framework](#)). In each session the pedagogist(s) facilitated a conversation about the role of pedagogical narration in shaping curriculum and

considered what it might mean to move beyond one-size-fits-all documentation techniques. The pedagogists shared examples from their work to discuss how various methods - videos, audio recordings, photographs, and children's drawings - can make children's thinking visible and help guide curriculum decisions. The pedagogists also supported the sessions' educator participants in reflecting on how documentation can support meaningful decision-making and foster collaborative relationships with families and communities.

So far this school year, all post-focused dialogue survey responders have reported that the content shared in the session added to their knowledge (21% reported it 'somewhat added' and 79% reported it 'very much added') and 93% reported that it was likely they would bring some of the ideas presented/discussed in the session back to their practice with young children.

"Informative with examples, which I found helpful to find a starting point for the children and I"

We are looking forward to more collaborations with CCRR Programs to bring professional learning opportunities to educators in several B.C. communities in May and June. Stay tuned for more . . .

re:materia

Waste-as Material: Reimagining the ECE Classroom continues to foster lively and thoughtful engagement with educator participants. Drawing from a range of disciplines, this course invites educators to rethink waste materials in early childhood spaces. First developed and piloted in 2023 by ECPN and ECEBC through a Professional Learning in the Early Childhood Sector in B.C. grant, the course is delivered by the Pedagogist Program at the ECPN. Thirty-five educators participated in the winter cohort, which wrapped up mid-April, and 34 started the spring cohort offering on April 7th. 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. For more information, please visit The Hub and the [Waste-as Material](#) course landing page.

"One thing I see myself bringing into my practice is a more intentional awareness of the hidden messages in everyday materials – like plastic. This project has encouraged me to slow down and notice what our waste can teach us about our values, habits, and choices. I'd like to explore how these observations can open up conversations with children about care for our bodies, our communities, and our planet-even during something as routine as snack time." (Family Childcare Provider, Island Region, Course evaluation, April 2025)

Upcoming Events

Conversation XI

Join us April 24th for Part IV, the final session of Conversation XI: Pedagogists' Engagements in Early Childhood Centres.

Part IV: Working with Pedagogical Commitments

Date: Thursday, April 24, 2025

Time: 6:30–8:00 p.m. Pacific Time

How pedagogists work alongside educators to create situated and relevant pedagogical commitments.



Register for Part IV
Here

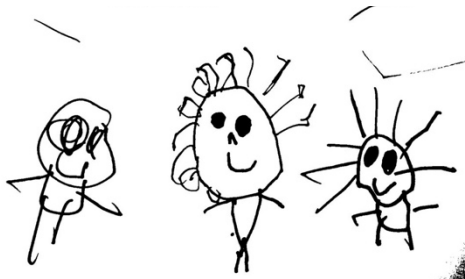
Spring Presentation Series

Our Spring Presentation Series this year will bring important and timely considerations for professionals working in the early childhood sector. On May 22, Dr. Fikile Nxumalo will be presenting the session “Echoes and Emergences: Centring Black Life in Canadian Early Childhood Education”. Lisa Goddard and Adrienne Bacelar de Castro will be in dialogue on June 7 with “Playing in the Anthropocene: Pedagogical (Re)Openings”. And TK Hannah will be presenting “Amplifying the Voices of Transgender Kids in a Trans/Gender Justice Program” on June 24. Keep an eye on the [ECPN website events section](#) as registration is coming soon for these 3 will be rich and inspiring Presentations.

ECPN Highlights

Field Note – Invisible Chicken

Through an in-depth inquiry with children and educators, pedagogist Gloria Albarracin engaged with mysterious footprints in the snow, which sparked an ongoing inquiry with an unseen “ginormous chicken.” This inquiry invited children and educators to reimagine the boundaries of visibility, difference, and belonging through drawing, storytelling, and careful listening. This field note invites us to consider how curriculum can emerge from children's imaginative encounters with the more-than-human world, opening possibilities for rethinking how we come to know and relate to place and its unseen inhabitants.



[Read More](#)

“These are chickens with spiky hair.”



Blog Post – Living with Caterpillars, Part 1

In the first of this two-part series, ECPN pedagogist Teresa Smith rethinks a common early childhood ritual—the arrival of caterpillars. With a [Common Worlds](#) orientation, Teresa critically engages with the ethical and pedagogical responsibilities of welcoming more-than-human others into the classroom, shifting the focus from facts and observation to connection, reciprocity, and collectivity. Attending to how children move with, draw alongside, and relate to caterpillars, Teresa reflects on the ways pedagogical practices can disrupt humancentric logics and create conditions for lingering, noticing, and co-composing meaning. She invites readers to consider how early childhood education nourishes attuned, relational, and imaginative ways of living and learning in a time of ecological precarity.



[Read More](#)

Continuing the Conversation

As the upcoming election draws near, campaign promises and party commitments fill headlines. But amid housing plans, tax talk, and criminal reforms, there's a resounding silence: child care and education have scarcely been mentioned. Families, educators, child care operators, and advocates are looking for [details](#) on the future of childcare, yet this has only just started to enter the conversation on the periphery of the election.

The [Liberal](#) party promises to protect the \$10-a-day Early Learning and Child Care system. They commit to creating 100,000 new spaces by 2031, ensuring workers have predictable wage increases and access to benefits, and requiring provinces and territories to expand child care in public infrastructure. They also promise to protect and deliver the Canada Child Benefit that supports low- and middle-income families with the cost of raising a child.

The [NDP](#) has supported the \$10-a-day program in the past, but their platform does not reference child care or education this election.

The [Conservative](#) party only briefly comments on their platform that they plan to “honour existing deals with provinces and territories on child care.” (p. 19 of platform document). There have been no further details on what this means. They will also work with provinces to create nationally recognized licenses for early childhood educators, among other professions.

Child care and education have not been a priority in this election, and the lack of details on the future of child care is concerning. What does it mean when education is rendered invisible in political discourse? What becomes of public commitments to children, families, and educators when education is treated as an afterthought or not at all?

Invisibility is never neutral. When governments fail to name early childhood education, they signal who and what matters. They signal that the complex, relational, and ongoing work of building inclusive and accessible early childhood education is not a political priority. This silence erases the realities of educators navigating under-resourced systems, families balancing impossible waitlists and costs, and children whose experiences are too often governed by neoliberal curriculum frameworks and fragmented policies.

At the ECPN, we consider education and child care to be political. We invite our readers to notice what is being said—and what is not—and to ask: What might it mean to respond pedagogically to this invisibility? How might we hold space for difficult questions about public responsibility, advocacy, and what is at stake when education is left out?

We call on the political parties to take education and child care seriously in this election and make their platforms and plans visible. We call on our readers to keep these conversations going and to think about what each political party has said now and in the past.

