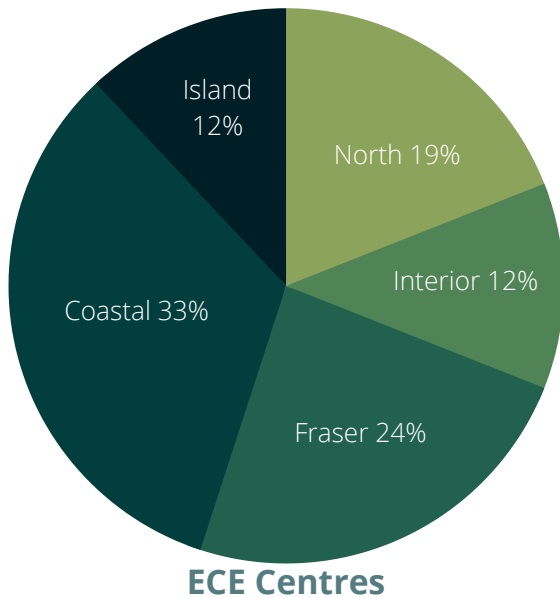


Early Childhood Pedagogy Network

Pedagogies Responding to the Conditions of Our Times

BC ECPN pedagogists support early childhood educators within two unique and interconnected streams, the community and postsecondary streams.

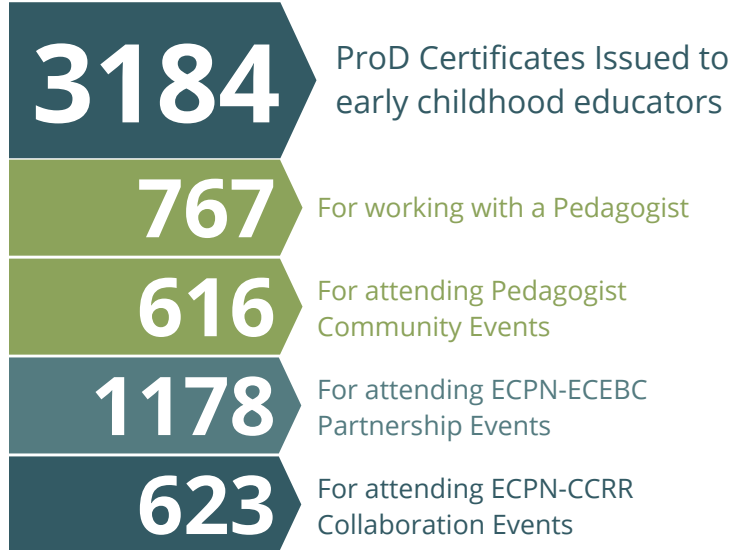
2020-2021 School Year Participation



“The feedback, insight, perspective and wondering allows me to look at my practice as an ECE in different ways. It pushes me to reflect, wonder and take a step back to think about what I am doing with the children.”
(Educator, January 2021, Fraser Region)

- 41** Pedagogists
- 345** ECE Centres
- 1142** Educators
- 171** ECE Students
- 44** Communities

The pandemic has infused every aspect of life now and our pedagogist has been absolutely incredible in her supports and versatility at continuing to engage with us despite the pandemic restrictions.
(Educator, January 2021, North Region)



“Our pedagogist has been challenging me to think differently about the ways we collaborate and create curriculum. I have been working through concepts of connectivity, collaboration, and context. Our work with the pedagogist has generated deeper thought on these concepts and a reworking of the way I practice. The individual is no longer at the forefront of my practice; rather I seek out opportunities for collaborative work.”
(Educator, January 2021, North Region)

Early Childhood Pedagogy Network

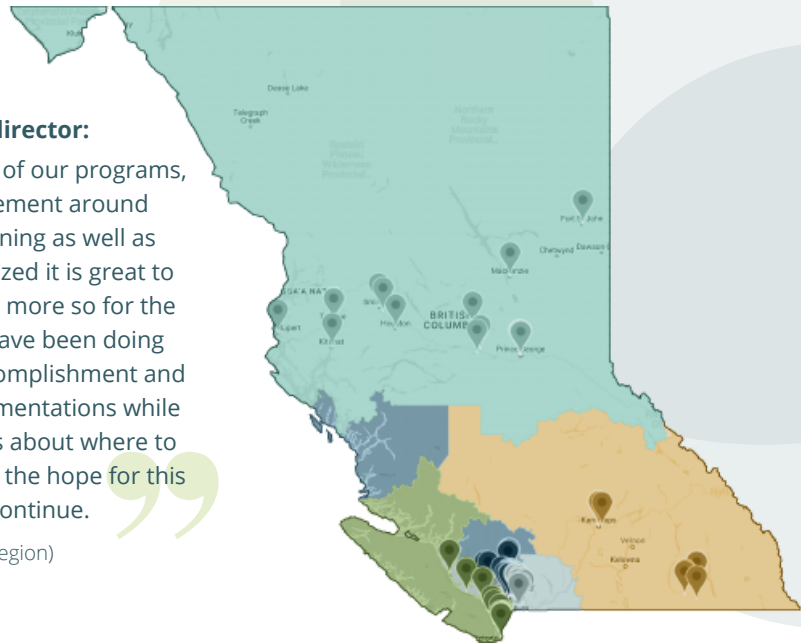
Pedagogies Responding to the Conditions of Our Times

2021-2022 School Year

In the words of a participating director:

“We are working with our pedagogist in all of our programs, and I can see a difference in staff excitement around project work and the inquiry-based learning as well as making the learning visible. We have realized it is great to make this visible for the parents but even more so for the staff, it gives a real look into what they have been doing (and it is A LOT), it provides a sense of accomplishment and pride for staff to look back on these documentations while at the same time creating more questions about where to go next and why.” I feel that this highlights the hope for this wonderful collaborative work to continue.

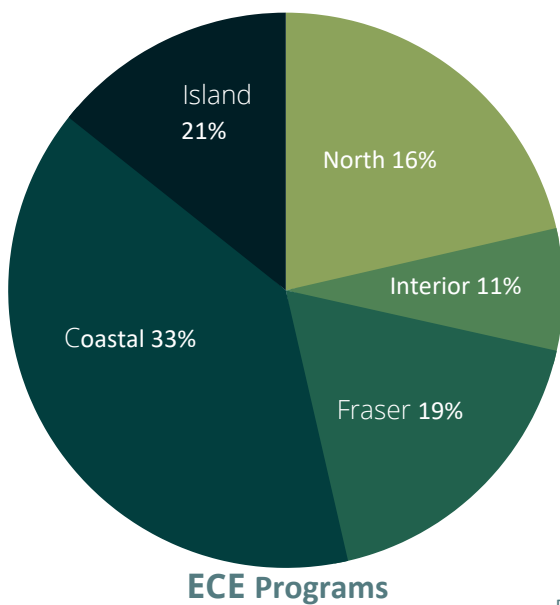
(CCRR Staff, January 2022, Interior Region)



This term my pedagogical engagement with educators revolved around pedagogical conversations with children, and very thorough reflection and thinking about what concepts will carry on long-term projects with children. For all programs, I began in-person visits, which allowed us to practice more of thoughtful questioning, initiating pedagogical thinking with children, and figuring out where to go next with children’s ideas and drawings. Curriculum creation, in this way, is beginning to shape and form in a way that allows us to work through and figure out bigger concepts that children currently live in.

(ECPN Pedagogist, January 2022, Interior Region)

2021-2022 School Year Participants



- 51** Pedagogists
- 386** ECE Programs
- 1361** Educators
- 180** ECE Students
- 48** Communities

- 288** Hours of Learning Circles with Educators
- 7500** Hours of visits at ECE Programs
- 301** Hours of Community ECE ProD Events

