

Early Childhood Pedagogy Network

Pedagogies Responding to the Conditions of Our Times

The first phase of the Early Childhood Pedagogy Network (ECPN) ran Dec 1, 2018–July 31, 2023 as a ChildCareBC initiative in British Columbia's Early Care and Learning Recruitment and Retention Strategy.

The BC ECPN was developed to expand the pilot work of two projects funded by the Ministry of Children and Family Development (MCFD). Between 2005 and 2011, the Investigating Quality (IQ) Project worked to broaden and deepen discussions on quality in the field of early learning and child care. One of the IQ Project's goals was to promote the active engagement of early childhood educators in critical reflection and pedagogical actions that lead to the formation of sustainable and innovative ELCC environments. The IQ Project accomplished this objective through a series of learning circles with groups of early childhood educators from across BC who engaged in study and discussions around quality. An external evaluation of the IQ Project's learning circles model led to recommendations that facilitators should work with clusters of neighbourhood programs and that their role include being an "expert observer" regularly within these programs. These recommendations were taken up in 2011 when MCFD provided funding to extend the IQ Project as the Community Early Years and Child Care Facilitators Pilot Project. What resulted from these projects was a model for professional development that included a community pedagogical facilitator (today called a pedagogist) who supports early childhood educators in their practice (Pacini–Ketchabaw et al., 2022).



What's it been like to work with an ECPN pedagogist? How are pedagogists impacting educators and their practice? How are pedagogists supporting educators in rural BC?



Watch the ECPN mini documentary *The Pedagogist: How ECPN Supports Educators in British Columbia*.

We have seen an increase in retention in educators in our programs. Our auxiliary lists have increased, educators are staying, and teams are stronger than ever before. We believe this change is directly related to the relational work that the pedagogist brings to the programs. We have also had applicants state that they are applying for positions due to the ECPN's involvement with our centres.

(Child Care Society Director, July 2023, Vancouver Coastal Region)

For more about the history of the ECPN see:

Veronica Pacini–Ketchabaw, Kathleen Kummer & B. Denise Hodgins (2020) *Pedagogists and the Early Childhood Pedagogy Network, The Early Childhood Educator*.



Early Childhood
Pedagogy Network



ecpn@uwo.ca



www.ecpn.ca



@EcpnBc



ECPNBC



BRITISH
COLUMBIA

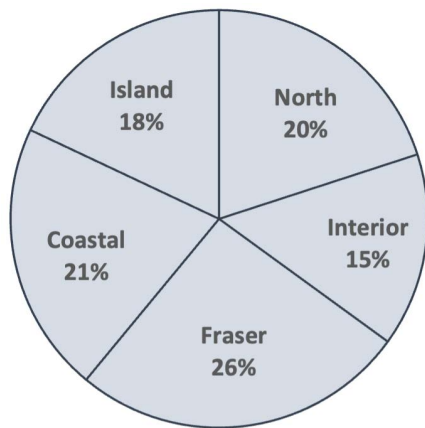
Supported by the Province of British Columbia

Early Childhood Pedagogy Network

Pedagogies Responding to the Conditions of Our Times

In the first phase of the ECPN, pedagogists supported early childhood educators within two unique and interconnected streams, the community and postsecondary streams.

January 2020- July 2023 Participation



ECE Programs

844

Hours of Learning
Circles with
Educators

23,572

Hours of Visits at
ECE Centres

1,127

Hours of
Community ECE
ProD Events

The work of the pedagogist is very important and adds positively to the overall culture of the childcare centre.
(Parent, July 2023, Island Region)

235 ECE Sites

618 ECE Programs

35 Agency/Post-Secondary
Collaborators

63 Communities

77% of educator survey respondents reported that their thinking about pedagogical practice had changed for the better because of their centre's engagement with an ECPN pedagogist.

(Educator Survey, July 2023)

In an external evaluation of the ECPN, educators reported that its professional development model helped their "work performance", with 91% reporting "their own work performance has improved" (vs. 80% the year before, baseline evaluation) and 90% reporting they "have had their supervisor recognize improvement in their work performance (vs. 76%)." According to the evaluator, "most educators agreed that: the BC ECPN program changed their own practice for the better, the program has had a positive impact on early childhood care and education, and they would recommend the program to other educators."

(Insights West, 2021, p. 7)

For more about the impact of the ECPN see:

Veronica Pacini-Ketchabaw, Kathleen Kummén & B. Denise Hodgins (2022) A qualitative examination of early childhood educators' participation in professional learning: investigating social constructionist understandings of quality, *Journal of Early Childhood Teacher Education*.



I feel so lucky to be part of this program. The children and families who participate see and feel the difference in my practice and my centre.

(Educator, July 2023, Vancouver Coastal Region)

