

ISSUE 22: December 2024



The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

As 2024 draws to a close, we take this moment to reflect and celebrate. We celebrate the unwavering dedication of educators, colleagues, and everyone working tirelessly to create early years spaces that young children deserve. At the same time, we acknowledge the ongoing challenges facing the field, including the increasing marketization of early childhood education, which risks framing it as a business rather than a vital educational project.

Guided by the vision of the B.C. Early Learning Framework, we will continue supporting educators in rethinking and enlivening their pedagogies and daily practices in ways that honour their unique contexts, communities, and histories. We look forward to continuing this vital work together in 2025.

Wishing you a joyful holiday season and a wonderful year ahead!

re:materia

Registration is now open for the next offering of the course, Waste-as Material: Reimagining the ECE Classroom, which will run January 20-April 15, 2025. Registration closes January 13th.

Developed by the ECPN and ECEBC's [re:materia project](#), this 12-week course invites educators to rethink waste materials in early childhood spaces. Across four modules, participants will engage in online learning and interactive Zoom sessions designed to connect educators with others who want to rethink waste creatively. Professional development certificates are provided to everyone who completes all four course modules (22 hours).



[Course Info & Registration](#)

ECPN Highlights

Pedagogical Narration – *Becoming, Inheriting and Unbounding with Bodies*



This pedagogical narration shares an inquiry with children that attends to the complexities and discourses of bodies. Tracing and drawing life-sized bodies provoked children, educators, and pedagogists to co-create curriculum that challenged idyllic notions of childhood and generated questions about normalcy, boundaries, volatility and instability, and the impermeability of bodies.

[View this Pedagogical Narration](#)

[Watch the Video Recording](#)

If you missed ECPN pedagogist Kirsten MacDougall Seiler and ECPN Pedagogical Coordinator Meagan Montpetit in Conversation about this inquiry, the recording of Conversation Series X Part II is available in the ECPN website library.

Field Note – *The Crow's Nest*



This field note tells an incomplete story of the complex, interconnected worlds in which children live. In an early childhood classroom on Vancouver Island, we make curriculum that nurtures children's relations with more-than-human entities and forces through glimpses of emerging relations among a group of three- to five-year-old children.

When Brittany (an educator) brings a crow's nest she found abandoned in her backyard to the classroom, the children respond with deep curiosity and interest. . . .

[Read More](#)

Upcoming Events

Registration is now open on the [Events](#) page of the ECPN website for the next Conversation Series. Conversation XI: Pedagogists' Engagements in Early Childhood Centres is a 4-part series that will feature pedagogists discussing various aspects of their work and how they collaborate with educators to create vibrant pedagogical spaces across British Columbia.



Part I: Engaging Children's Processes**Date:** Wednesday, January 29, 2025**Time:** 6:30–8:00 p.m. Pacific Time

How pedagogists work with educators to attend to children's processes in curriculum-making.

Part II: Attending to Children's Lifeworlds**Date:** Thursday, February 27, 2025**Time:** 6:30–8:00 p.m. Pacific Time

How pedagogists engage observation practices that connect to pedagogical processes.

Part III: In Conversation with Children**Date:** Wednesday, March 26, 2025**Time:** 6:30–8:00 p.m. Pacific Time

How pedagogists work alongside educators to foster rich and meaningful conversations with children.

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.

Continuing the Conversation

The ECPN launched its [Conversation Series](#) in June 2020, offering webinars as a unique public platform for pedagogists to share insights on their practices and processes. Since then, the series has included ten different offerings, often consisting of multiple parts. Through collaborative dialogues, the Conversation Series highlights the work of pedagogists and brings it to the broader early childhood education community, exemplifying the ECPN's commitment to fostering meaningful public engagement in the field.

A common thread running through all the Conversations and pedagogists' daily work with educators is an orientation that views educators as thoughtful, critically reflective professionals who engage with and respond to their specific conditions and context. This perspective challenges the notion of educators as technicians who rigidly apply "best" and "right" practices. As articulated in the [B.C. Early Learning Framework](#), educators are seen as "researchers and critical thinkers, rather than caretakers or technicians who follow set procedures" (p. 52). This vision of educators can be difficult to bring to life as it sharply contradicts how North America's early childhood education sector has traditionally prepared and supported educators. Many of us have been deeply shaped by theories that generalize knowledge about learning, development, care, and education—frameworks that promote "universal age-related stages that constitute 'normal' child development and suggest that every child learns in a predictable, linear progression, regardless of context or community" (p. 11). Such theories position educators as individuals tasked with identifying and responding to an already-known child, using pre-determined "good" practices aimed at achieving already-specified outcomes. For further exploration on this topic, see the blog post [What would be possible if education subtracts itself from developmentalism?](#), published in May 2020 on the ECPN website.

In their position paper, [The Role of the Early Childhood Educator in British Columbia](#), ECEBC puts forward that:

In relationship with children, families, communities, materials and places, educators engage in intentional pedagogical work in response to the complexity of our current conditions. Early childhood education is a space to co-create new worlds with alternative narratives. (ECEBC, 2022, p. 2)

In this shared commitment to intentional and context-responsive work, a critical shift is required in how we understand and approach early childhood education. If we are to take seriously the proposition that “there is no ‘one-size-fits-all’ way to practice” (B.C. Early Learning Framework, p. 27), we cannot plan and live our work from universalizing assumptions of children, educators, families, and communities.

The ECPN Conversation Series exemplifies how we strive to embody these ideas by sharing insights into pedagogical practices and processes. Rather than offering a prescriptive blueprint for what educators “should” do in their work with children, this series seeks to inspire the sector’s imagination about what is possible. It aims to spark educators’ curiosity, encourage thoughtful engagement with the propositions put forward by the pedagogists, and foster meaningful conversations among colleagues about how pedagogies can be brought to life within their specific contexts.

We invite you to be continuing these conversations in 2025.



Early Childhood
Pedagogy Network

