

ISSUE 24: February, 2025



# The Here and Now: Reimagining Early Childhoods In Urgent Times



## ECPN Updates

### Pedagogist Program

As we move into the second half of the school year, we are excited to share that the Pedagogist Program has had a busy last 6 months! Since August 21, 2024, pedagogists have worked closely with the educators in the early childhood programs that make up their cluster of centres they visit on a regular basis. Working in 212 classrooms/programs, at 73 different sites/centres, in 25 communities across B.C., pedagogists have provided more than 6,100 hours of instruction and support to 977 childcare professionals in the first half of the year. Through time spent in programs working

alongside educators and children and in collaborative dialogue opportunities with educators (e.g., learning circles across several programs, meetings with teams, 1-on-1 meetings with directors), pedagogists work to foster conditions for the co-construction of curriculum that is situated in the local context and in the program's pedagogical commitments. The ECPN website [Digital Library](#) has several examples of pedagogists' work with educators, which we will continue to add to this year.

*I would 100% recommend that all group childcare centers in BC participate in the Pedagogist Program and that all childcare facilities have access to a pedagogist that meets with them regularly. The changes we see in our program since working with Pedagogist Program are exceptional. Educators and students are supported in their work with children, including, their challenges, successes and professional growth. Ongoing, in person, education and training, during working hours, is what educators seek. The pedagogist brings new ideas, theories, and questioning to a childcare system that has not been overlooked and undervalued by our governments for so long. One off workshops and training programs do not bring the systematic change needed to increase quality in early childhood education programs. It is imperative that governments increase their investments of ongoing training and education of Early Childhood Educators. Education that provides a lasting impact and increased quality.*

*(Metro Director, February 2025, Midpoint Survey)*

*This work lit a fire in my heart, made it more possible to bring creativity and wonder and thinking more fully into the work. As a small family daycare, it's great to have another mind to work with.*

*(Interior Family Child Care Educator, February 2025, Midpoint Survey)*

*The centre I work in would not be the same without our pedagogist. The ways we encounter the classroom, children and families, and the world around us have been deeply enriched by our work with the Pedagogist Program.*

*(Northern Director, February 2025, Midpoint Survey)*

*Yes, I would recommend the Pedagogist Program to other educators! It encourages meaningful conversations and helps deepen our understanding of inclusive, responsive practices. I have gained fresh perspectives, built connections with like-minded professionals, and felt empowered to approach my role with renewed inspiration. Thank you for the opportunity!*

*(Island Educator, February 2025, Midpoint Survey)*

We have also provided professional development opportunities for childcare professionals who do not have the chance to work regularly with a pedagogist in their centre or program. Through our different webinar series that are offered in collaboration with our project partner, ECEBC, and local community focused dialogues (e.g., working with educators at their centre's ProD day, presenting to a post-secondary ELCC class, offering sessions at local early years conference), the Pedagogist Program has reached 565 educators with an additional 1,400+ hours of instruction. Post-webinar and post-focused dialogue survey data collected to date indicate that the content and materials shared in the session enhanced the webinar or focused dialogue participant's knowledge (100%)

and 97% report that they are likely to incorporate aspects of the session into their practices with young children. We look forward to the engagements being planned for the remainder of the school year and aim to reach even more educators and communities with new webinar series offerings and local focused dialogue opportunities.

## re:materia

The re:materia exhi'pit is at Vancouver Island University (VIU) in Nanaimo in February. If you are in the area and are interested in participating in a registered session to rethink wasting practices in Early Childhood Education and beyond, there are some spaces left in the Wednesday, February 19 evening session and the Saturday, February 22 morning session. Please see Upcoming Events below.

For more information on the re:materia exhi'pit, [Issue 23](#) of the Here and Now has a piece about exhi'pit at the Kamloops Art Gallery. To learn more about its launch at the ECEBC Conference 2024, please see [Issue 16](#).

Registration is coming soon for the Spring cohort offering of the course, Waste-as Material: Reimagining the ECE Classroom. This session will run April 7 – June 29. For more information, please visit The Hub and the [Waste-as Material](#) course landing page.

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# Upcoming Events

## Conversation XI

February 27th is the second session of the 4-part series, Conversation XI: Pedagogists' Engagements in Early Childhood Centres. Join us for Part II, when pedagogists will discuss how they engage observation practices that connect to pedagogical



Register for Part II  
Here

processes.

Registration links for the remaining three sessions can be found on ECPN's website [Events](#) page.

### 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.



## exhi'pit at VIU

The re:materia exhi'pit will be at Vancouver Island University (VIU) in Nanaimo this month to rethink wasting practices in Early Childhood Education and beyond. This interactive space encourages participants to engage with artifacts, videos, and installations that challenge traditional notions of waste, urging a creative and critical reimagination of waste as an integral aspect of our collective lives. There is still some space left to register for two of the facilitated sessions. Participants will join re:materia atelierista Tatiana Zakarova-Goodman, local pedagogist Rachel Phillips, and ECPN Deputy Director Denise Hodgins (Saturday only) to explore with other educators in small-group dialogues. Advance registration is required for all sessions.

### Facilitated Sessions

#### Session 1

Register for Session 1

Wednesday, February 19, 2025  
6:00 – 8:00 p.m.

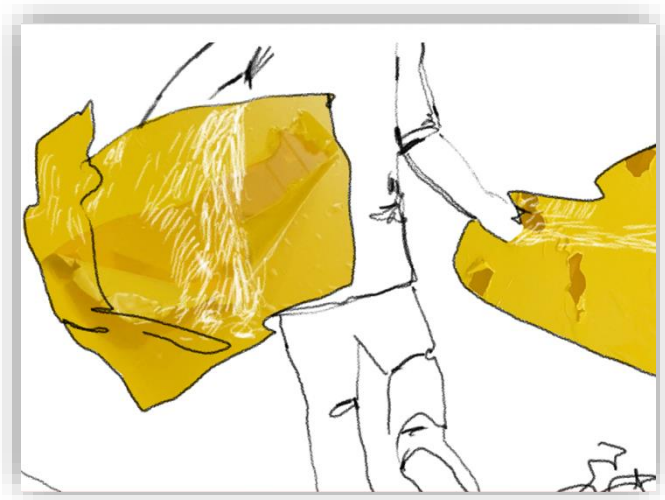
#### Session 2

Register for Session 2

Saturday, February 22, 2025  
10:00 a.m. – 12:00 p.m.

For more information,  
please contact  
[kwatts@ecebc.ca](mailto:kwatts@ecebc.ca)

*Light refreshments  
provided.  
ProD certificates will  
be available.*



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## ECPN Highlights

### Field Note – Drawing & Thinking with Spider Relations

In this field note, ECPN pedagogist Rachel Phillips collaborates with educators and children to collectively nourish relationships with spiders. Through the practice of drawing, children carefully attend to the lives of spiders – their anatomy, spatial relationships, and movement patterns – inviting new ways of understanding what it means to be in relation with spiders. Attuned to the rhythms of spiders' presence and absence, this field note invites us to notice the threads that weave together human and spider relations, offering a moment to reflect on our shared ecological entanglements.

Read More



“I want to make a spider, but I want to do it a bit different this time. I need string or tape.”

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# Continuing the Conversation

Black History Month is a time to amplify and honour the voices of Black people and communities and celebrate their contributions to creating the Canadian landscapes of today. Many Black people and their communities have been influential in creating stories of Early Childhood Education that challenge the inequities that persist in Canadian educational systems. This month we are amplifying the voices and stories of some of those influential people on Facebook. People such as Marlene Green, Angela Davis, and Dr. Fikile Nxumalo have all reconceptualized Early Childhood Education and responded to anti-Blackness, colonialism, and inequality throughout history and into the present. The legacies of these Black women will continue into the future. Throughout February, we will be highlighting more Black people and communities who have and continue to share their stories and create alternative societal narratives. Social spaces, such as Facebook, are important for magnifying the vital contributions of Black educators, scholars, activists, and communities to early childhood education and beyond. We invite you to follow us and learn more about Black people who are continuing to impact our world.

While Black History Month is a time of celebration, it is also a time for critical reflection. The stories of resistance, resilience, and brilliance that we uplift are not merely echoes of the past; they underscore the enduring challenges shaped by systemic racism and oppression that continue to impact Black communities today. The injustices that Black children, families, and educators face in education and society remind us that celebration alone is not enough. We must ask ourselves: How do we actively work toward dismantling barriers? How do we engage in deep, sustained efforts to create anti-racist pedagogies and policies?

In our 2020 [Anti-Racism Statement](#) the ECPN committed to

“Creating the conditions to sit in question within educational communities to consider, among other questions: Are we doing enough to challenge anti-Black and other forms of racism in our pedagogical work? How are those of us who identify as white settlers complicit in promoting the very racism we seek to challenge within our communities?”

Now, in 2025, we revisit that commitment and ask again, are we at the ECPN doing enough to challenge anti-Black and other forms of racism?

We have taken some steps toward this commitment through our Anti-Racism Statement, where we outline our dedication to confronting racism and promoting equity in early childhood education. Dr. Fikile Nxumalo and ECPN co-founder, Dr. Veronica Pacini-Ketchabaw coauthored a paper [Centering Black Life in Canadian Early Childhood Education](#) that puts forward possibilities for responding to Anti-Black racism in Canada. Continuing with these notions, our events, Centering Black Life in Canadian Early Childhood Education [Part I](#) and [Part II](#) have provided spaces for critical dialogue and learning. These projects are steps in the right direction, but we recognize that we have not done enough and that much more work remains.

Moving forward, we commit to amplifying Black voices, histories, and experiences throughout the year—not just during designated months of recognition. We commit to making visible the work we do with pedagogists and educators that actively challenges anti-Black and other forms of racism. We will not do this to bring attention to our accomplishments, we will do this to stay accountable to our commitments throughout the year.

We invite our communities to continue this conversation with us, to hold us accountable, and to engage in collective action that moves beyond acknowledgment toward change.

Black history is not just something to be observed—it is a force that shapes our present and demands our responsibility in shaping a more just world where we might all live well together. Let us continue this work together, today and always.



Early Childhood  
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