

ISSUE 30: September 2025



The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

Pedagogist Program

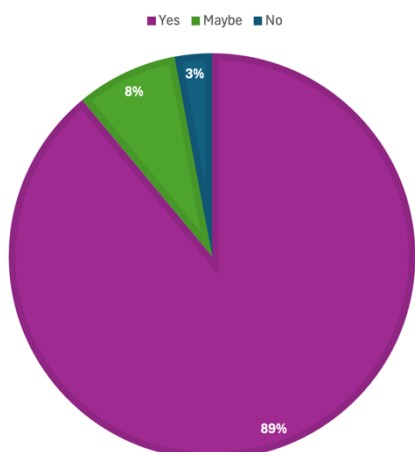
Readers of [The Here and Now](#) might remember that in April 2023 government put forward a call for proposals for early childhood pedagogy professional development services for up to three contract years (2023–24, 2024–25, 2025–26), and we were grateful that the ECPN was the recipient of the MECC-funded contract, starting August 1, 2023. With our valued long-term project partner ECEBC and leaning on the established relationships and work experiences from the ECPN's first phase (2019-2023), the Pedagogist Program was recrafted to meet new government deliverables and a streamlined project focus and budget.

July marked the end of the Pedagogist Program's second contract year, wherein 23 pedagogists and the ECPN leadership team supported more than 2,500 early childhood professionals with more than 18,000 hours of professional learning. Direct in-person support to educators (i.e., a pedagogist

regularly visits their programs) was provided in 27 communities across all six school district regions in BC. Sector professionals in other communities, also received professional learning through such opportunities as local collaborative focused dialogue offerings, [Conversation Series](#) and [Presentation Series](#) webinars, and resources found in the [digital library](#) on the ECPN website.

As we move into the third and final year of this phase of the Pedagogist Program, we're thrilled to have 25 pedagogists working in more than 30 communities with direct in-person supports to early childhood programs and to be planning to offer varied in-person and online professional learning opportunities with our many community collaborators (e.g., ECEBC, CCRR Programs, ECE faculty).

HAS WORKING WITH A PEDAGOGIST ADDED TO YOUR KNOWLEDGE, UNDERSTANDING AND PRACTICES OF WORKING WITH YOUNG CHILDREN?

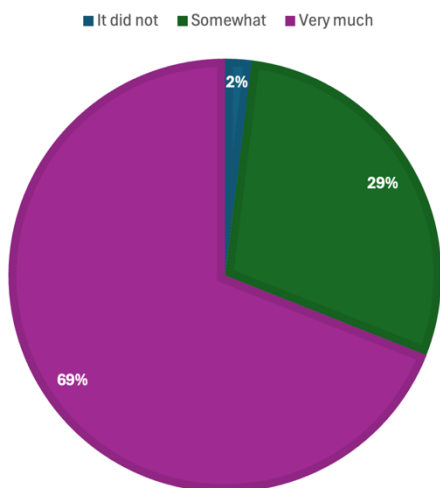


The centre I work in would not be the same without our pedagogist. The ways we encounter the classroom, children and families, and the world around us have been deeply enriched by our work with the ECPP. (Northern, educator, January 2025 survey)

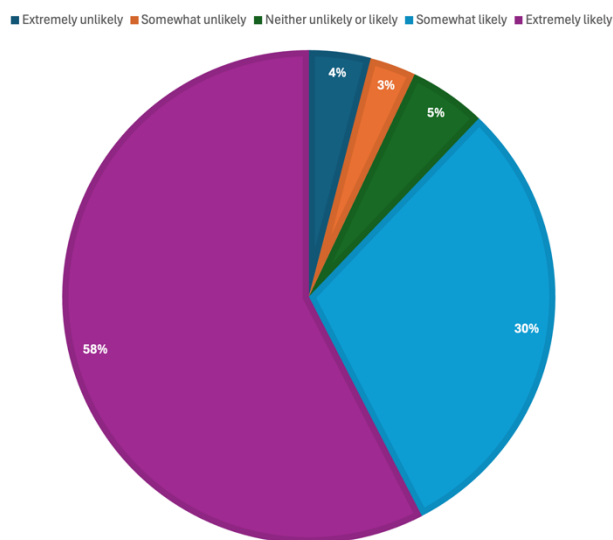
As a parent, I've really appreciated the involvement of the pedagogist. I've noticed my child coming home with new ideas and stories, and it's clear that the learning experiences have become more thoughtful and connected to the world around them. (Metro, parent, July 2025 survey)

Survey responses (147) from educators working with a pedagogist

DID THE CONTENT/MATERIAL PRESENTED ADD TO YOUR KNOWLEDGE?



HOW LIKELY IS THAT YOU WILL BRING SOME OF THE IDEAS DISCUSSED IN THIS SESSION TO YOUR PRACTICE WITH YOUNG CHILDREN?



Survey responses (303) from educators who attended an ECPN online or in-person collaborative dialogue session

I just love the webinars! I learn so much BUT more importantly it inspires me to come up with many questions on how to engage with the children and the world around us!

(Interior, educator, February 2025, post-webinar survey)

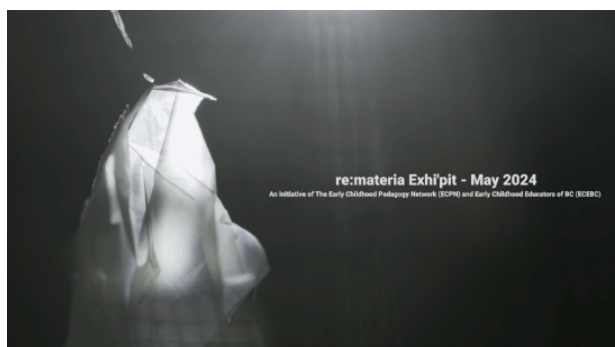
re:materia

The re:materia program engages early childhood educators in creatively and critically reimagining pedagogical processes and curriculum-making around waste. Grounded in social and ecological justice frameworks, re:materia proposes new directions for early childhood education that rethink the Rs (reduce, reuse, recycle) and refigure young children's waste futures. re:materia is a partnership between [ECPN](#) and [ECEBC](#).

The re:materia team is currently planning events for the 2025-2026 school year, including an update to the [Waste-as Material](#) course on [The Hub](#), which was first piloted in November 2023 and has since been delivered by the Pedagogist Program to three additional cohorts. A new initiative is also underway in Kamloops with plans to bring local waste flows into conversation with the early childhood education sector, continuing the call for early childhood educators to take up the labour of disrupting cycles of consumption and waste production in early childhood centres put forward by the participatory artistic installation [exhi'pit](#).

If you haven't yet had the chance to watch the re:materia mini documentary about the launch of exhi'pit in May 2024 at the ECEBC conference, we encourage you to view this mini documentary with your colleagues as a provocation to rethink waste practices in early childhood education.

[View Here](#)



Upcoming Events

We are currently planning events for the 2025-2026 school year, including finalizing speakers and dates for our next Presentation Series and Conversation Series. (*Hold October 16 and November 25 in your calendars!*) Keep an eye on the [Events page](#) of the ECPN website for more details coming soon.

ECPN Highlights

Clay and Its Inherited Histories: Working With and Beyond Protocols



[Read More](#)

In this blog post, pedagogist Maria Jeong traces the return of clay to an early childhood classroom, not as an added activity or learning resource, but as a thoughtful, intentional pedagogical decision. Working with educators and children, Maria explores how materials like clay carry inherited histories—stories of damage, repair, resistance, and care—and how these histories shape the conditions of our

pedagogical engagements. This piece invites educators to think with clay: to slow down, to notice, and to consider how relational and situated protocols might support more

intentional encounters. Protocols, when held pedagogically, become more than rules; they become conditions for shared inquiry, care, and responsibility. As children wonder, speculate, and respond to clay's transformations, the classroom shifts from a site of production to a space of relation. What emerges is a reminder that our decisions are not neutral, and that how we make them matters.

Clay and Its Inherited Histories: A Pedagogist's Notes on Relational Material Engagement

In this blog post, pedagogist Janet Lacroix invites us to consider how materials carry stories, resistances, and possibilities. Working with children and educators, Janet traces encounters with wild clay gathered from the land—clay that doesn't always cooperate, that pushes back, that asks something of us. Rather than seeing clay as a tool for expression or skill-building, this blog post attends to its liveliness: what it does in the classroom, how it moves, crumbles, resists, and holds. These moments become openings for thinking with material agency, relationality, and care. As Janet reminds us, "Clay doesn't just reflect ideas—it participates in them."

In doing so, she invites educators to slow down and stay with the tensions, the messiness, and the inheritances that materials bring into our pedagogical worlds.

[Read More](#)

Publication: Field Notes in the Early Childhood Pedagogy Network

In the Spring 2025 issue of the ECEBC Journal, *The Early Childhood Educator*, the ECPN shares reflections on the role of field notes in pedagogists' documentation processes. Rather than viewing field notes as objective records of child development, the ECPN sees field notes as partial, situated stories—minor moments that matter deeply in the ongoing work of curriculum making. The article explores the ECPN's position that field notes are a living practice of "thinking-in-writing," a space for attending to pedagogical intentions and opening up dialogue. Field notes are curated, speculative, and provisional stories. They invite educators to stay with the unexpected, to think with uncertainty, and to imagine what else might be possible in early childhood education. "Field notes act as a 'splice'; they are an intermediary step in the documentation process" (p. 27—a way to notice, select, and dwell with moments that might otherwise be overlooked. They help make public the ongoing work of curriculum, offering a bridge between observation and pedagogical narration.

[Read More](#)

Continuing the Conversation

September marks a time imbued with a sense of beginning. Summer has come to a close, and the familiar rhythm of the school year has resumed. And while most early childhood education programs operate throughout the summer, September tends to carry as much "year-start" energy as it does for school-age classroom teachers. Rooms are reorganized, new materials sit on the shelves, and routines have been carefully (re)considered. Children return from summer holidays, families reconnect, and

educators' welcome new children into their classrooms. These early weeks of the new school year are often framed as transitional – focused on planning, organizing, and establishing routines.

But what if we understood these times not only as transition, but as a pedagogical encounter? What if September was seen as an opportunity to consider how relationships, communities, and cultures are formed in early childhood spaces?

Too often, these beginnings are shaped by dominant developmental discourses that tell us what a child of a certain age should know, do, say, or be interested in – and what materials are “appropriate” for them. These narratives arrive before the child does, shaping how we welcome them and who we expect them to be. Even before a relationship has formed, we may be unconsciously greeting children with expectations rooted in age, behaviour, or perceived “readiness.” These expectations and developmental scripts can quietly limit how we come into relation with children.

Developmental theories formulated by Piaget, Erikson, and Bowlby (Pacini-Ketchabaw et al., 2015, p.24) set forth 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. Within this view, the educator’s role is to be knowledgeable about developmental stages and implement programs and strategies that foster “normal” growth and development in children. Over time, some of this knowledge has settled so firmly into the fabric of early childhood studies that its familiarity makes it just seem “right,” “best,” and “ethical” (MacNaughton, 2005, p.1). . . . By critically reflecting on the assumptions embedded in developmental theories, educators can explore different theories and different perspectives.

([BC ELF](#), p. 11)

With the BC Early Learning Framework’s call to critically reflect on the assumptions embedded in our early childhood education work, we offer the following questions as an invitation for this time of year to Continue the Conversation with your colleagues:

- What stories do we carry into the room before a child even walks through the door?
- What expectations shape our pedagogical decisions in moments of arrival?
- How might we notice and disrupt the logics and scripts – *for example rules, expectations, beliefs, reasoning* – that quietly close down who a child can be?
- What happens when we resist meeting children as fixed developmental stages and instead welcome them as experienced world-makers who are already part of multiple communities?

Beginning a new school year is not just a logistical shift. It is a moment rich with pedagogical possibility. It is a chance to pause, to attend to the conditions we create for children and families, and to commit to welcoming not only bodies, but differences, questions, and ways of being that might challenge what we thought we knew.