



ISSUE 31: October 2025

The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

Pedagogist Program

Reimagining Children's Relations with the Arts

[Kamloops Art Gallery](#) Exhibition

Running Sept 27–Nov 27, this exhibition presents pedagogical work emerging from a three-year collaboration among children, educators, a pedagogist, and the Kamloops Art Gallery. In response to Métis artist [Amanda Strong's](#) stop-motion film [Biidaaban: The Dawn Comes](#), the collective engaged in months of making, performing, and relating, crafting stories, costumes, and sets that blurred the lines between learning and art-making.

What unfolds in the gallery resists the polished image of “best practice.” Instead, it highlights the slow, messy, and relational work of co-creating curriculum with children, artworks, and materials. Situated on the lands of the Tk’emlúps te Secwépemc peoples, this project invites educators to consider how widening our collectives might open new pedagogical possibilities for justice, relation, and imagination in early childhood education.

The exhibition also features a short documentary created about this work, which will premiere soon on the ECPN [website](#).

Upcoming Events

Conversation VIII: Part I Reimagining Children’s Relations with the Arts

Join us for the first conversation series of the 2025-2026 school year! In Conversation VIII: Reimagining Children’s Relations with the Arts, ECPN Pedagogist Teresa Smith, educator Sarah Murphy, KAG interim director Emily Hope, and ECPN co-director Veronica Pacini-Ketchabaw will share challenges, possibilities, and trajectories from a three-year collaborative inquiry between kindergarteners and the [Kamloops Art Gallery](#). The evening will include the premiere of a mini-documentary and a scene created by children in response to an art piece.



Date: Thursday, October 16, 2025

Time: 6:00 – 8:00 p.m. PT

Location: Online

[Register Here](#)

Reimagining Children’s Relations with the Arts: Follow-Up Dialogues

For those in the Invermere and Golden areas, ECPN pedagogists will offer focused dialogues that invite early childhood education professionals into conversation about responsive curriculum-making practices. These sessions will be an in-person follow-up to Conversation VIII and will revisit ideas from the webinar.

Invermere Session

Date: Monday, October 27

Time: 6:00 – 8:00 pm MT

Location: Early Years Centre:
Lower Level, 926 7th Ave
Invermere, V0A 1K4

[Register Here](#)

Golden Session

Date: Tuesday, October 28

Time: 6:00 – 8:00 pm MT

Location: 423 9th Ave N
Golden, V0A 1H0

[Register Here](#)

Conversation XII: Exploring Leadership's Role in Creating Conditions for Responsive 21st-Century Early Childhood Education

Join early childhood centre directors Kim Ainsworth, Sara Sutherland, and Karen Vaughan in conversation with ECPN Co-Director Kathleen Kummer as they share their experiences as administrators working to create conditions for children, educators, and families to live and learn well together. This conversation will unpack director's learning and processes to continually work and rework centre practices and policies that respond to the complexities, joys, and challenges of early childhood education in the 21st century.



Date: Tuesday, November 25, 2025

Time: 6:30 – 8:00 p.m. PT

Location: Online

[Register Here](#)

ECPN Highlights

Blog – Language, Creativity, and Co-Creation in the Pedagogy of Listening: An Educator's Critical Reflection

In this blog post, Karina Pizarro Silva reflects on a year of inquiry-led work with children and explores what it means to live a pedagogy of listening. Inspired by *Vitalizing Vocabulary* (Land & Vintimilla) and the B.C. Early Learning Framework, she reimagines language as more than a tool of communication—it becomes a material of creativity, identity, and community building. Karina invites readers to consider listening as a relational and ethical stance. Through gestures, materials, and silences, children express ideas that resist tidy explanation. This post reminds us that curriculum unfolds when we stay with uncertainty, attend with curiosity, and create the conditions for children's many languages to hold space in the classroom. Listening in this way becomes an invitation for world-making.



[Read More](#)

Blog – Relational Languages of Mark Making



[Read More](#)

In early childhood education, mark making is often framed as an individual act—drawing a picture, producing a product, or demonstrating a skill. But what shifts when mark making is understood as a collective language? In this blog, ECPN pedagogist Rachel Phillips, educators, and children experiment with large, shared surfaces where marks become gestures of relation. As lines intersect, overlap, and linger, mark making moves beyond self-expression to become a practice of shared encounters. These moments open possibilities for new forms of communication and ways of being together. This post invites educators to think differently about drawing where it becomes a relational and pedagogical practice of collaboration.

Continuing the Conversation

On September 30th, Canada recognized the National Day of Truth and Reconciliation. Across the country, people gathered to attend events, wear orange shirts, listen to Indigenous stories, and reflect on the legacies of residential schools. This is a day that surfaces difficult truths. Truths about violence, removal, erasure, assimilation, and the intergenerational trauma carried by Indigenous families and communities. It is also a day that brings up difficult questions about the roles we each play in systems that continue to enact colonial violence.

Within the Early Childhood Pedagogy Network, we find ourselves sitting with these questions. We return to them not only on this day, but throughout the year. What does it mean to commit to reconciliation in our work and in our lives? What does it mean to decolonize early childhood education in ways that are not simply symbolic or performative? How do we listen genuinely with care and attention to Indigenous Peoples? These are not questions we hold lightly, nor ones that can be answered easily.

The [B.C. Early Learning Framework](#) notes that “reconciliation includes anyone with an open mind and an open heart who is willing to look into the future with a new way” (Chief Dr. Robert Joseph, as cited in B.C. ELF, 2019, p. 31). The framework calls on educators to take up the responsibility of reconciliation through learning and educating others about indigenous people’s experiences, by listening carefully, asking respectful questions, and reaching out to Indigenous communities. These calls are not simple answers. They do not suggest one way of reconciliation or decolonizing our practices.

We resist the pull toward quick solutions or conclusive statements. Instead, we try to linger with the tensions. We recognize the weight of language like “reconciliation” and “decolonization” and the histories they carry. We know that gestures—however well intentioned—can ring hollow when not accompanied by deep, ongoing work. At the same time, we are cautious of using reflection as a substitute for action. Instead, we take seriously the question that Sandra Styres ([2019](#)) poses: “Now that you know what you know, how will you use it to inform your personal and professional practice?” (p. 34).

National Day of Truth and Reconciliation is not an endpoint. It is not an occasion to signal awareness. It is part of a longer, unfinished story—one that continues to unfold through relations, pedagogical decisions, and through responsibilities we are still learning how to hold.
