

ISSUE 32: November 2025



The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

Pedagogist Program

This first quarter (August 1 – October 31) was a busy start to the Pedagogist Program's [third year](#). With 25 pedagogists contracted to this government-funded project, more than 4,700 instruction hours have been provided to more than 1,200 child care professionals across British Columbia. This fall we welcomed five new pedagogists to the ECPN team, supporting the program's reach to both new and returning centres and communities. We are particularly excited to be working regularly with centres in Vernon and with Francophone educators for the first time in the project's history. We are also pleased to once again have a pedagogist working with Sea to Sky communities and another pedagogist expanding our engagements with educators on Vancouver Island.

October also saw the start of our three focused collaborative dialogue programs with CCRR Program staff. Building on the success of last year's offerings, this year we are offering again *Working with*

Materials and Conversations with Children, and have added a new focused program, *Supporting Educators in Thinking with the BC ELF*. We are looking forward to working with staff from 11 different CCRR Programs, connecting in monthly gatherings and exploring these three focused programs together.

re:materia

The re:materia team is currently planning 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 (Spring 2024, Winter 2025, and Spring 2025). We hope to have the revised course ready for a late January cohort start.

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](#). In collaboration with Thompson Rivers University and the Kamloops CCRR Program, the re:materia team has begun exploring possibilities for the creation of a re:materia centre where educators could access and experiment pedagogically with waste materials. We look forward to sharing more about this pilot project as it emerges!

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](#).

Upcoming Events

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 directors' 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. Pacific Time

Location: Online

[Register Here](#)

ECPN Highlights

Mini-Documentary – Reimagining Children’s Relations with the Arts Short Film

The ECPN is excited to share a new [mini-documentary](#) that traces one aspect from a three-year collaboration among children, educators, a pedagogist and the Kamloops Art Gallery. The documentary follows a nine-month engagement with Métis artist Amanda Strong’s stop motion film *Biidadban: The Dawn Comes*, during which the group visited the gallery weekly to think and create alongside the film through storytelling, performance, and material experimentation. The documentary invites viewers to consider what becomes possible when early childhood education is approached as a site of relation and co-creation, where children, materials, and artworks think and move together.



In addition to the documentary, ECPN pedagogist Teresa Smith, educator Sarah Murphy, KAG interim director Emily Hope, ECPN pedagogical coordinator Meagan Montpetit, and ECPN co-director Veronica Pacini-Ketchabaw engaged in a conversation about this project during [ECPN Conversation: VIII: Reimagining Children’s Relations with the Arts](#). Watch both on the website.

If you would like to learn more about this project, visit the [Kamloops Art Gallery](#) Exhibition. Running from Sept 27 – Nov 27, the exhibition presents the collaborative work highlighted in the documentary and conversation.

Blog – Acoustic Worlds: Reframing Sound as Aesthetic and Relational Language

This blog invites readers to think with sound as an aesthetic and relational language in early childhood spaces. ECPN pedagogist Shirley-Ann Royer shares moments where children’s investigations with vibrations, rhythms, and resonances provoke educators to slow down and attune to the acoustic worlds we inhabit together. From the resonant BONG of a wooden block striking metal to the felt vibrations of a deerskin drum, these encounters open possibilities for connection, wonder, and collective inquiry.

Rather than treating sound as background noise or a tool for managing bodies, this work explores how listening can transform pedagogical practice. What happens when we make space for subtle sounds—the scratch of chalk, rain on plastic, crow calls—and allow them to shape our thinking?



[Read More](#)

Field Note – Around the Vessel

What happens when we resist the pull toward individual expression and instead linger with the challenges of making something together? Over many months, children, educators, and pedagogist, Lorna Grant returned to the same questions: *What does it take to build something shared? What does it mean to let go of “mine”?*

This field note traces the slow unfolding of a collective vessel through collapses, negotiations, and quiet decisions. It follows moments where clay pressed back, where ideas accumulated and fell apart, and where children stayed with uncertainty rather than rushing toward completion. Along the way, drawing offered a way to imagine, straws became temporary supports, and painting invited lingering conversations. Rather than a finished product, what emerged was a story of returning again and again to the same material and the same questions. Clay’s softness and weight asked for slowness. Its memory held what came before. These characteristics created space for pausing, listening, and making decisions together.



[Read More](#)

Continuing the Conversation

November 20 marks [National Child Day](#) in Canada. This is a day that recognizes the rights of children under the UN Convention on the Rights of the Child and the Canadian Charter of Rights and Freedoms.

The [B.C. Early Learning Framework](#) states that

“The convention recognizes children as citizens with the right to reach their fullest potential, to be treated with dignity and respect, to be protected from harm, to exercise a voice, to engage in play and recreational activities, and to participate freely in cultural life and the arts. This convention can help adults ensure these rights are upheld” (p. 37)

Celebrating these rights matters. And at the same time, what does it mean to take seriously children’s rights in ways that go beyond symbolic gestures or one-day acknowledgments?

Rights language often arrives in early childhood spaces as a promise of protection and empowerment. It tells us that children have the right to be heard, to play, to learn, to be safe. These are important commitments. Yet, when rights are framed as universal and abstract, they can obscure the complexities of real, situated lives ([Corradi & Desmet, 2015](#)). What happens when the language of rights meets the everyday conditions of classrooms, conditions shaped by policy, funding, cultural norms, and histories of inequity? How do we hold children’s rights alongside the responsibilities, relationships, and ethical obligations that make up our worlds?

In practice, rights discourse can sometimes slip into developmental scripts: the “competent child” who speaks up, the “active learner” who participates. But not all children express themselves in ways that fit these expectations ([Salamon & Palaiologou, 2022](#)). Some communicate through silence, gesture, or refusal. Others navigate systemic barriers that make participation uneven or fraught. If we

only recognize rights when they appear in familiar forms, whose voices remain unheard? Whose ways of being are unintentionally marginalized?

How might National Child Day invite us to pause and consider these tensions? How might we think beyond compliance, beyond posting a charter on the wall or planning an activity about “what children need” and instead examine the conditions we create—conditions that shape which children’s rights become visible, and which remain overlooked? For example: How do our routines, materials, and interactions make space for children’s multiple languages and ways of knowing? How do we respond when children’s expressions disrupt our assumptions about what rights look like? How do we navigate policy and regulatory obligations while ensuring we uphold all children’s rights?

Holding children’s rights pedagogically means staying with complexity. It might mean noticing when rights talk becomes a checklist rather than a lived practice. It can mean asking hard questions about power: Who decides what counts as participation? Whose voices shape curriculum? How do colonial, racial, and economic structures intersect with rights in early childhood education?

These are questions that have been taken up in scholarship and education since the rights discourses began, and they are questions that still require our attention ([Corradi & Desmet, 2015](#); [Farini & Scollan, 2022](#); [Hanson, 2012](#)).

