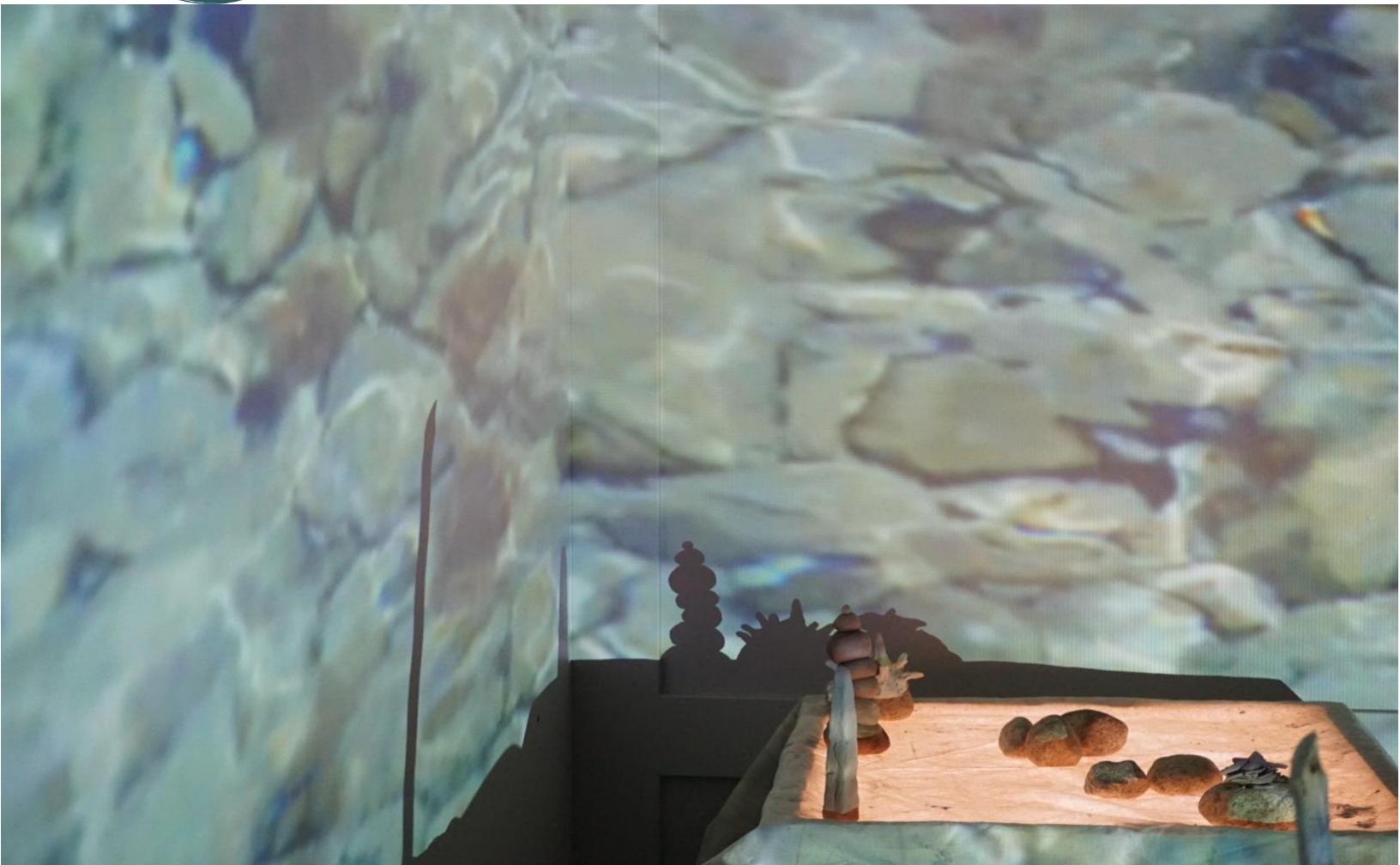


ISSUE 34: January 2026



The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

Pedagogist Program

Welcome to 2026! February's newsletter will include a midpoint update of our third and final year of this phase of the Pedagogist Program (see [Issue 30](#) for more information about this Program phase).

re:materia

We are pleased to announce that the updated [Waste-as Material](#) course is open for the Winter 2026 cohort registration on [The Hub](#). The Waste course was developed in collaboration between the ECPN and [ECEBC](#) and first piloted in November 2023. Since then, it has been delivered by the Pedagogist Program to three additional cohorts (Spring 2024, Winter 2025, and Spring 2025). The Winter 2026 cohort will run January 19 – April 12 (please see the flyer for more information).



Credit: Chelsea Hartung/ECPN

Waste-as Material

Reimagining the ECE Classroom

Drawing on a range of perspectives, this course invites educators to rethink waste materials in early childhood spaces.

22 Pro-D hours will be provided for completing the course.

Introduction: Opens after registration, 30-minutes of Self-Paced Learning (Online content on EYPD Hub) **AND one required** 30-minute Zoom Session, January 17, 10:00-10:30 a.m. **OR** January 19, 6:30-7:00 p.m.

Module 1: Relationships with Materials

January 19 - February 8, 2026

4 hrs of Self-Paced Learning
(Online content on EYPD Hub)

AND

1.5 hrs Zoom Session with Instructor
Two Date Options:

- February 5, 6:30-8:00 p.m.
- February 7, 10:00-11:30 a.m.

Module 2: Common Worlding

February 9 - March 1, 2026

4 hrs of Self-Paced Learning
(Online content on EYPD Hub)

AND

1.5 hrs Zoom Session with Instructor
Two Date Options:

- February 26, 6:30-8:00 p.m.
- February 28, 10:00-11:30 a.m.

Module 3: Materials and Waste

March 2 - March 22, 2026

4 hrs of Self-Paced Learning
(Online content on EYPD Hub)

AND

1.5 hrs Zoom Session with Instructor
Two Date Options:

- March 19, 6:30-8:00 p.m.
- March 21, 10:00-11:30 a.m.

Module 4: Bringing it all Together

March 23 - April 12, 2026

3 hrs of Self-Paced Learning
(Online content on EYPD Hub)

AND

1.5 hrs Session with Instructor
Two Date Options:

- April 9, 6:30-8:00 p.m.
- April 11, 10 a.m.-11:30 a.m.

Registration closes January 16, 2026. For more information about the course and how to register visit:

<https://bcearlyyearshub.ca/> This is a free, publicly funded course

The B.C. Early Childhood Pedagogy Program, delivered by the ECPN, creates spaces for vibrant public conversations about pedagogical projects and processes that matter to early childhood communities in B.C. For more information visit ecpn.ca.



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Upcoming Events

Presentation Series - Rethinking Digital Technologies in the Early Years: Philosophy, AI, and Practice

Registration is now open on the ECPN website's [Events](#) page for this year's Presentation Series. Join this ECPN and ECEBC collaboration webinar, where Professor Susan Edwards, Director of the Early Childhood Futures research program and Head of Discipline for Early Childhood Education at Australian Catholic University, will share insights from the philosophy of technology to support thoughtful engagement with digital tools and AI in early childhood education. As technology, especially AI, becomes increasingly present in early years settings, educators are being asked to navigate complex questions about what these tools do and how they shape children's experiences. This presentation responds to the BC ELF's invitation for educators to critically reflect on engagements with technologies in 21st-century classrooms.

February 11, 2026 – 7:00-8:30 p.m. Pacific Time

Reminders: Webinar participants do not have camera/microphone access. Participants are encouraged to add their questions and comments in the Chat. Professional Development hours provided.

Conversation XII: Pedagogists' Engagements in Early Childhood Centres

Registration is open on the [Events](#) page of the ECPN website for the next Conversation Series. Conversation XII: Pedagogists' Engagements in Early Childhood Centres is a four-part series that will invite pedagogists to discuss various aspects of their work and how they collaborate with educators to create lively pedagogical spaces across British Columbia. This series builds on and continues conversations from last year's Conversation XI. If you are interested in revisiting previous conversations, visit the [Series](#) page of the website.

Part I: Engaging Children's Processes

Date: January 27th, 2026

Time: 6:30 – 8:00 p.m. Pacific Time

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

Part II: In Conversation with Children

Date: February 24th, 2026

Time: 6:30 – 8:00 p.m. Pacific Time

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

Part III: Attending to Children's Lifeworlds

Date: April 16th, 2026

Time: 6:30 – 8:00 p.m. Pacific Time

How pedagogists engage observation practices that connect to pedagogical processes.

Part IV: Working with Pedagogical Commitments

Date: June 2nd, 2026

Time: 6:30 – 8:00 p.m. Pacific Time

How pedagogists and educators work with pedagogical commitments in their practice.

ECPN Highlights

The ECPN's social media spaces have become spaces for prompting ongoing conversation, reflection, and connection. We have shared a wide range of posts, including video clips from past conversations, event updates, reading recommendations, and thought-provoking quotes from a variety of sources. Our weekly concept and word posts are one way we invite shared thinking into ECPN's social media spaces. These posts pause with words and ideas that circulate in early childhood education—such as *pedagogy*, *curriculum*, *pedagogical commitments*, *decolonizing education*, or *binaries*—and ask what they mean when taken seriously in practice. Rather than offering final definitions, these posts attempt to open concepts up as ethical, political, relational, and always becoming invitations. Here, we highlight a short post on the idea of *Lingering*. Our conversation about lingering does not end here; rather, it will continue to unfold across future posts, returning in new ways and, we hope, inviting ongoing reflection.



Lingering

Lingering means resisting the pull toward quick answers or finished products.

We often invite educators to "slow down" in their curriculum-making and everyday practices

It asks us to stay with questions, materials, and relationships long enough for something unexpected to emerge.

Lingering is more than slowing down, however. It is a way of being with what matters.

When we linger, we notice subtle shifts: the way a child returns to the same gesture, the way a material transforms over time, the way a conversation deepens when we don't rush to close it.

Lingering is not about doing nothing. It is about creating space for complexity, for wonder, and for pedagogical possibilities that cannot be planned in advance.

What might it mean to linger with children, ideas, and the traces of what has unfolded?

What might we carry forward when we give ourselves time to stay?

Follow the ECPN [Instagram](#), [Facebook](#), or [LinkedIn](#) and join the conversations.

Continuing the Conversation

As we move into a new year, we want to pause to look back at the conversations that shaped 2025, and to consider what they invite us to carry forward into 2026.

Over the past twelve months, this space has held questions that matter deeply for early childhood education. We began the year grappling with urgent early childhood education workforce challenges ([Issue 23](#)) and the political invisibility of educators in election discourses ([Issue 26](#)), asking: *What does it mean to advocate for educators in both numbers and depth?* We revisited commitments to anti-racism and equity during Black History Month ([Issue 24](#)), recognizing that Black voices cannot be confined to designated months but must live as sustained, visible work throughout the year.

Spring invited us to resist quick fixes and dominant narratives that position early childhood education as a solution for societal problems ([Issue 25](#)). Instead, we explored education as a site of ethical and political engagement that is entangled with histories of colonialism, systemic injustice, and the complexities of our time. Through Child Care Month ([Issue 27](#)), Pride Month, and Indigenous History Month ([Issue 28](#)), we reflected on what it means to honour educators' pedagogical commitments to move beyond inclusion as visibility and towards real structural change and relational accountability.

Summer and fall extended these provocations ([Issue 29](#)). We lingered with questions of beginnings—how September might be understood not merely as transition, but as a pedagogical encounter ([Issue 30](#))—and with the unfinished work of reconciliation, resisting symbolic gestures and instead leaning into deep, ongoing commitments ([Issue 31](#)). November's reflections on children's rights reminded us that rights discourses, while important, can obscure lived complexities when treated as abstract or universal ([Issue 32](#)). December closed the year by inviting us to think of reading as a pedagogical practice, an opening to new languages, ideas, and possibilities for living well together ([Issue 33](#)).

Across these conversations, a shared thread emerges: **early childhood education is not neutral. It is deeply relational, political, and situated.** It asks us to hold space for uncertainty, to resist the pull

towards technical solutions, and to stay with hard questions. Questions about justice, responsibility, and what it means to create livable futures with and alongside children.

As we move into 2026, we invite you to join us in continuing this work. How might we deepen our commitments to educators as co-creators of curriculum and of ethical practices? How might we make inclusivity efforts visible in everyday pedagogical decisions? How might we nurture spaces that welcome multiplicity, complexity, and the unfinished work of justice?



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