

ISSUE 37: April 2026



The Here and Now: Reimagining Early Childhoods In Urgent Times



ECPN Updates

Pedagogist Program

As we approach the end of quarter three for this contract year, the third and final year of this phase of the Pedagogist Program (see [Issue 30](#) for information about this Program phase), we're pleased to share some more of the positive feedback we've been receiving from program participants and an overview of the scope of service we've provided so far this year (see [Issue 35](#) for midpoint snapshot).

"My partnership with my Pedagogist has given me support and encouraged me to continue in the field. They give me gentle nudges towards programming ideas and support my ideas, concerns and questions." (Northern region, Family Child Care Provider)

Across all program activities to date this year, the ECPN pedagogists and ECPN leadership team have provided 17,900+ hours of professional learning to 2,600+ child care professionals in the province. Post webinars and local community focused dialogue survey feedback continue to show that most

participants find value in attending these sessions. Recent survey responses from the Waste-as Material course winter cohort, report similar results. All surveys received so far this school year:

- 97% report the content/material presented in the session added to their knowledge
- 88% report they'll likely bring some of the session ideas into their practice with young children

"Great content and more than all this is real practical work done with little friends." (Island region, ECE, post-webinar survey 2026)

"I would definitely recommend others to participate in this course and work with pedagogist programs because it gives us as educators time to engage with each other and hear stories of what is working, what is challenging, and what could be changed or altered. It is wonderful to connect with other educators and see that we are all in this together having similar struggles and finding similar aha moments." (Metro region, Program Manager, course survey 2026)

"I would recommend [the Pedagogist Program] because it offers meaningful, reflective professional learning, builds strong educator connections, and supports deeper understanding of pedagogy." (Metro region, ECE, post focused dialogue survey 2026)

re:materia

The Re:materia Kamloops team has been busy meeting with different groups of local early childhood educators and students to consider how engaging with materials might support collective thinking with children in 21st-century Kamloops/Tk'emlúps. Educators and students on their practicum are coming together to consider how waste materials might open up possibilities for deepening ongoing inquiries and thinking with children.



The waste library continues to grow in interesting ways thanks to donations from local Kamloops businesses and Thompson Rivers University departments. Thanks to the School of Trades and Technology, construction waste from the post-secondary classroom is being used by a group of young children to think about how to move water with PVC tubes, while another group is working hard to

negotiate, problem-solve, and communicate as they build large structures. The gift of cards from the local casino is creating the conditions for a group of children who are no longer napping to gather during nap time to organize card games. Over time, the children have collectively designed games, negotiating their intentions and rules.

For more information, please email us at remateriakamloops@gmail.com or visit the [re:materia](#) page on the ECPN website.

ECPN Highlights

Attending to Children’s Lifeworlds: A Focused Dialogue with Educators

In *The Here and Now*, [Issue 36](#), we noted that we were organizing community collaborations to offer two different in-person focused dialogues for educators in May or June. Working with the CCRR Program in Golden, early childhood educators in Golden and surrounding areas were invited to join a “Part 2” focused dialogue this week to discuss [Conversation XII Part III: Attending to Children’s Lifeworlds](#). Joining ECPN pedagogists Jenny Rae Wilder and Maria Jeong, the participating educators revisited the ideas about how we engage with observation and documentation practices in ways that attend to children’s lifeworlds and contribute to curriculum-making processes.

With inspiration from the Part III conversation between ECPN pedagogists Maria Jeong and Rachel Phillips, ECPN Pedagogical Coordinator Meagan Montpetit, and early childhood educator Janet Fletcher, the participants engaged in dialogue about the importance of creating conditions for conversations with children and other educators. They also expressed interest in continuing conversations through Zoom to deepen the relationships made and their thinking about these concepts. We look forward to the focused dialogue! If you are in or near Revelstoke or Port Alberni, check out the [focused dialogue](#) coming your way!



Upcoming Events

Conversation XII: Pedagogists’ Engagements in Early Childhood Centres

Registration is open for the next Conversation Series, the final of the 4-part Conversation XII: Pedagogists’ Engagements in Early Childhood Centres. This series continues conversations from last year’s Conversation XI about how pedagogists collaborate with educators to create lively pedagogical spaces across B.C. Previous conversations can be viewed on the [Series](#) page of the ECPN website.

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.

[Register Here](#)

Living Commitments to Inclusion: Tracing Everyday Shifts in Early Childhood Spaces

We are excited to invite early childhood professionals to join one of two in-person, focused dialogues that explore how we live and sustain inclusion in everyday moments of early childhood programs. Drawing on pedagogical work within the Pedagogist Program, pedagogists will share stories and traces that highlight the small yet significant shifts that occur when educators hold space for difference, complexity, and belonging. Rather than offering a model to replicate, this session creates room for dialogue around the uncertainties, tensions, and possibilities of inclusive practice. Together, participants will consider how commitments to inclusion move from words on a page into gestures, relationships, and everyday decisions with children, families, and communities.

Revelstoke Session

Date: Saturday, May 23, 2026

Time: 9:30 – 11:30 a.m. Pacific Time

Location: 124-1001 Mackenzie Ave,
Revelstoke CCRR – Yellow Entrance

Registration Closes May 19th

[Register Here](#)

Port Alberni Session

Date: Thursday, June 11, 2026

Time: 6:30 – 8:30 p.m. Pacific Time

Location: 4558 Adelaide Street, Port
Alberni CCRR

Registration Closes June 9th

[Register Here](#)

Continuing the Conversation

As we approach Child Care Month, early childhood educators, pedagogists, professionals, and advocates across the province prepare to gather, reflect, and take action. For many, this includes coming together at events such as the annual [ECEBC Conference](#), where conversations about practice, policy, and possibilities continue to unfold. May often becomes a time of visibility for the field, a moment when early childhood education is brought more fully into public attention.

At the same time, Child Care Month invites us to consider what it means to gather under the conditions of our times. What are we carrying into this month? What questions, tensions, and commitments are shaping how we show up in these spaces?

Advocacy is central to May. Calls for improved wages, working conditions, accessibility, and recognition continue to shape the landscape of early childhood education in Canada. These are necessary and ongoing conversations. Yet alongside advocacy, there is also space to consider how the field is positioned—and how educators are positioning themselves—within broader social, political, and economic contexts.

The [B.C. Early Learning Framework](#) reminds us that,

Early childhood and primary pedagogies are dynamic and complex and involve multiple, diverse, and changing relationships....This complexity may bring tensions and difficult conversations as educators grapple with questions of what learning and education can be, and who children and educators can be. Education and care without these complexities and uncertainties are unavoidable in a democratic culture. While tension can be uncomfortable, it can also help educators focus on what children bring into the world and what the world brings to children. (p. 27)

This invitation may be particularly relevant during Child Care Month. What becomes visible during this time, and what remains invisible? Whose voices are amplified, and whose perspectives might be overlooked? How do moments of gathering and celebration also hold space for complexity, for the lived realities of educators, children, and families that do not always fit neatly into public narratives?

Child Care Month can be a time to reconnect with colleagues, ideas, and with the commitments that shape pedagogical work. It can also be a time to pause and consider how everyday practices are entangled with larger systems and structures.

As May approaches, we invite educators to remain in conversation. What might it mean to enter Child Care Month not only as a time of advocacy and celebration, but also as a time for critical reflection? How might we stay attentive to both the possibilities and the tensions that shape early childhood education today?

