

The Here and Now: Reimagining Early Childhoods in Urgent Times

ECPN Updates

Pedagogist Program

As we move into August, we also come to the end of this government-funded phase of the Pedagogist Program. Funding for the current Pedagogist Program ended on July 31, 2026. While this marks a significant transition, the ECPN remains committed to supporting the pedagogist role and to continuing to create conditions that support thoughtful and situated practice with children, families and communities.

Over the past several years, pedagogists, educators, directors, community partners, [ECEBC](#), and the [Ministry of Education and Child Care](#) have contributed to the ongoing work of the Pedagogist Program. We are deeply grateful to everyone who has participated in, collaborated with, and supported this work across communities in British Columbia. The relationships, questions, documentation, and pedagogical commitments that have emerged through the program will continue to shape how the ECPN thinks about pedagogical leadership and the conditions that support thoughtful practice with children.

The ECPN will be closed in August for summer holidays. During this time, we will pause newsletter and social media posting as we take time to rest and prepare for what comes next. We look forward to reconnecting with everyone in September and continuing the conversations that matter to early childhood education.

ECPN Highlights

Conversation XII: Pedagogists' Engagements in Early Childhood Centres

All recordings from Conversation XII are now available to watch on the [ECPN website](#). We invite all to revisit the series and pause with particular ideas, return to questions, and think together about how pedagogical processes take shape in local contexts

Field Note - Maybe They Have a Language

In the latest field note, ECPN pedagogist Rachel Phillips works alongside educators and children to think with the languages of slugs, spiders, forests, and more-than-human relations. This field note invites readers to consider language as more than simply human words, and communication as something that emerges through bodies, materials, traces and relations. [Read now.](#)



Keep an eye on the ECPN website and social media pages for more content coming soon.



Continuing the Conversation

Early childhood education is complex work. Each day, educators make decisions in relation with children, families, colleagues, materials, places, policies, and the many conditions that shape early childhood programs. These decisions are rarely simple. They ask educators to respond thoughtfully, to stay with uncertainty, and to consider what their practices make possible for children and communities.

Because of this complexity, educators need more than isolated professional development opportunities or ready-made strategies. They need time and support to think together. Collective reflection, critical thinking, and pedagogical inquiry create opportunities to slow down with everyday moments and ask deeper questions: What ideas are taking shape here? What assumptions might be guiding our responses? What possibilities might open if we noticed differently?

ECPN pedagogists support this work by creating conditions where educators can think carefully together about their practice. Pedagogists work alongside educators to make space for dialogue, documentation, experimentation, and reflection. They help hold questions open, attend to the traces of children's thinking, and support educators in connecting everyday encounters with broader pedagogical commitments.

This kind of support matters. In the fast-paced world of early childhood programs, it can be difficult to find time to pause and notice the small moments that often carry important pedagogical possibilities. When educators are supported to reflect collectively, practice becomes something that is continually thought about, questioned, and renewed. Critical thinking becomes part of the program's everyday life, not something separate from it. Pedagogical commitments can move from words on a page into gestures, decisions, materials, and relationships that shape daily experiences.

As we continue to think about what supports are needed in the field, we are reminded that pedagogical work is sustained through relationships. Educators need opportunities to be in conversation with others who can help them notice, wonder, and respond. Pedagogists play an important role in nurturing these conditions, supporting thoughtful and reflective practice with children and helping keep pedagogical inquiry alive in the everyday life of early childhood education.

Announcements

- The Here and Now will change to a quarterly newsletter beginning with this issue.
- The Early Childhood Pedagogist Program funding ended on July 31, 2026.
- The ECPN will be closed for August and will return in September.

