

Early Childhood Pedagogy Network

Pedagogies Responding to the Conditions of Our Times

BC ECPN's community pedagogists work alongside children and educators to collectively create curriculum within the life of a centre.

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83%

of educators reported children's day-to-day curriculum experiences changed due to their work with an ECPN pedagogist

“Our pedagogist has been challenging me to think differently about the ways we collaborate and create curriculum. I have been working through concepts of connectivity, collaboration, and context. Our work with the pedagogist has generated deeper thought on these concepts and a reworking of the way I practice.”

Educator, February 2021, North Region

“We have loved having a pedagogist to help us move forward with curriculum building.”

Educator, August 2022, Interior Region

“It was a great experience to have our pedagogist. It became very important for the children, us the educators, and the families to take the best from our day. Our pedagogist played a very important role for us to stay tuned [in]. Her presence brought new ideas and her suggestions were always helpful in promoting collaboration among children and the educators. It was a great support.”

Educator, August 2022, Coastal Region

Community Stream Participation *(ECE Sites — January 2020 - July 2022)*

6776

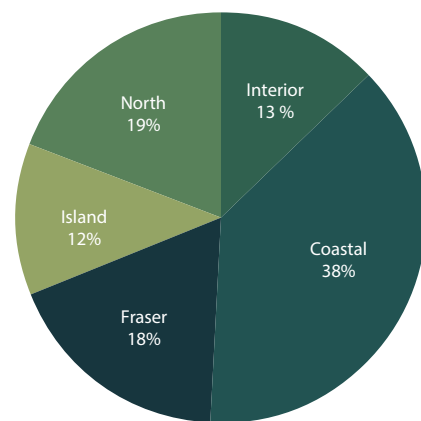
Hours of Visits at ECE Programs

393

Hours of Learning Circles with Educators

466

Hours of Community ProD events



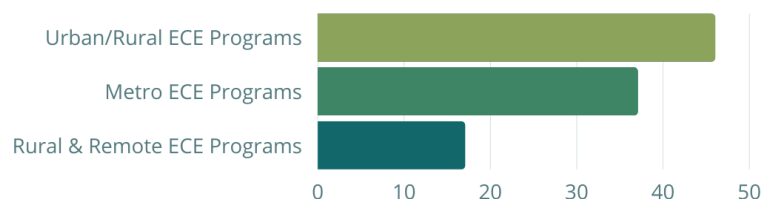
25 Host Agencies

47 Community Pedagogists

177 ECE Sites

430 ECE Programs

52 Communities



Early Childhood Pedagogy Network

ecpncomm@uwo.ca

www.ecpn.ca

@EcpnBC

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BC ECPN's community pedagogists foster conditions for educators to create pedagogical spaces with and for children.

74% or more

Educators consider the following opportunities as very important to their pedagogical practice:

One-on-one conversations with my/our pedagogist

Team/centre/group conversations with my/our pedagogist

Site visits from my/our pedagogist (e.g., joining during the day in our program)

Introducing materials and/or possibilities for the classroom (indoor or outdoor) space

Introducing ideas about/for curriculum and pedagogy

Leading conversations and engagement with pedagogical narration for curriculum making

"I feel extremely privileged to have my child attending a childcare where critical conversations are always being had and shared with families who are keen to participate. The role of the pedagogist and what she brings to the centre is alive and felt in how educators interact with my child and how my child is beginning to pay attention to the world around him."

Parent, August 2022, Fraser Region

"We are working with our pedagogist in all of our programs, and I can see a difference in staff excitement. We have realized it is great to make this visible for the parents but even more so for the staff, it provides a sense of accomplishment and pride for staff to look back on these documentations while at the same time creating more questions about where to go next and why."

Program director, January 2022, Interior region

89%

of educators reported their team's thinking and discussions about work were **CHANGED** due to working with a pedagogist

81%

of educators reported their team collaborations in curriculum making were **CHANGED** due to working with a pedagogist

85%

of educators reported their work with pedagogical narrations for curriculum making was **CHANGED** due to working with a pedagogist

