Abstract: I have interpreted the theme of the conference, ‘A Call From the Deep’, as an invitation to consider the knowledges we draw upon to construct present and future practices in early childhood education. What are the knowledges that call to us in our work with young children? Where are these knowledges located? And how are these knowledges expressed in and through practice? I will raise these questions in the context of the recent recommendation by the Early Childhood Task Force to strengthen professional development to support the implementation of Te Whāriki. This recommendation raises important questions about the purpose, processes, and ownership of teachers’ professional development. Who and what is professional development for? What do we know about the most effective approaches to professional development? And who will decide what teachers need to know, given the rich diversity of early childhood services in Aotearoa New Zealand and across the Pacific? I will claim that abstract forms of ‘knowing’ about effective curriculum and pedagogy are necessary but insufficient to change what happens for children in early childhood education. I will argue that the development of practice, as a distinctive and concrete form of knowledge, should be the central organising principle for professional development in early childhood education. This perspective challenges us to not only remember and respect the practices we have inherited from the past, but to imagine future practice differently.