

Pedagogical Narration: Becoming More Comfortable with Taking Risks

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In 2014 I began working at a toddler centre where the educators were exploring different practices when they went for walks in the forest. Instead of everyone walking in a group, the educators were spreading out in the forest and allowing children to explore freely. I was conflicted; I thought this was an amazing idea but not realistic. I worried that children might run down trails where they could not be seen, or that I would not be able to keep track of everyone. But I also wanted to experience this and grow! I had confidence in my colleagues, and as I watched the children explore the forest, it was amazing to see how each child was able to do what interested them most. I still felt anxious and concerned about safety, but I tried to push past this and enjoy the moment. However, after about 20 minutes, I called out that I couldn't do this anymore; I was much too nervous. So with support from all the educators, we collected the children together. It was amazing to have so much support from the others; I never felt they were disappointed or that I had ruined the fun. Instead, they congratulated me for trying. I was able to tell them I liked this idea and wanted to continue but needed further support to grow more comfortable.

As time went on, I began to be more spontaneous in the forest. We climbed hills, built forts with



**I have become more willing to take risks
and explore new practices and ideas.
The educator I once was would have
never allowed bare feet in mud.**