RECLAMATION COLLABORATIVE

LearningSCAPES 2026 SEATTLE

Beyond Permission: How **Adult Decision-Making** Shapes **Students' Possibilities**



reclaim-me.org


What becomes possible when we stop making decisions based only on what we already know?

Every time we expand what's possible for students,

we're asking an adult to change...



What We Want for **STUDENTS**		What It Asks of **ADULTS**
Flexible Learning Environments	→	Rethink How We Teach
Greater Student Agency	→	Share Control & Decision-Making
Collaborative Learning Spaces	→	Rethink Ownership & Supervision
Alternative Learning Models	→	Challenge Familiar Practices

New Possibilities for Students Requires New Behavior From Adults



Think of an innovative idea you've seen get watered down.

What happened?



We aren’t standing outside the change.

We’re experiencing it, too.



When you don’t know how this is going to turn out...

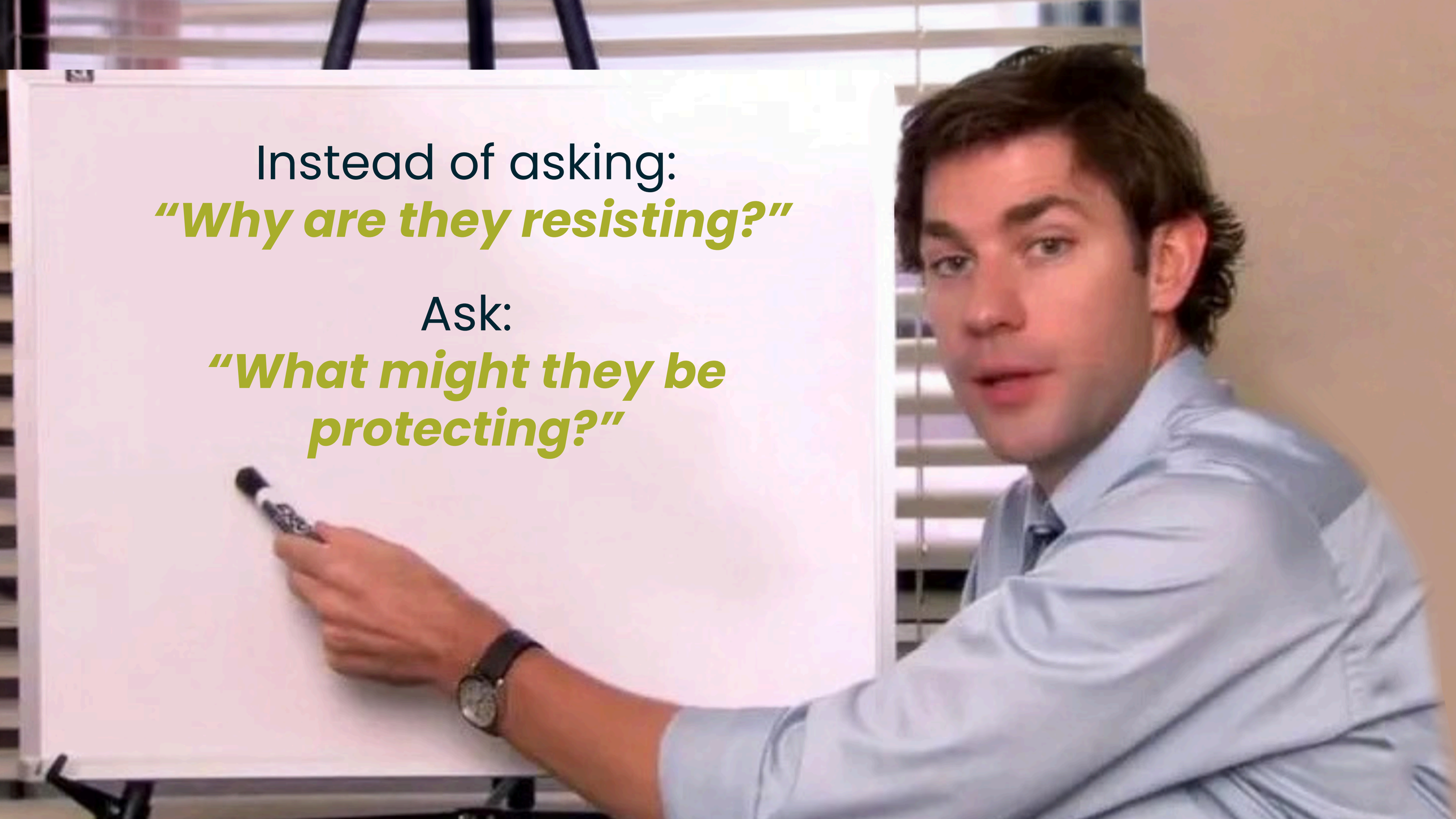
what happens to you?

Our brains are wired to pay attention to potential threats



Fear Doesn’t Always Look Like Fear




Instead of asking:
“Why are they resisting?”
Ask:
“What might they be protecting?”


If we’re going to create learning environments without limits...
who needs to change?



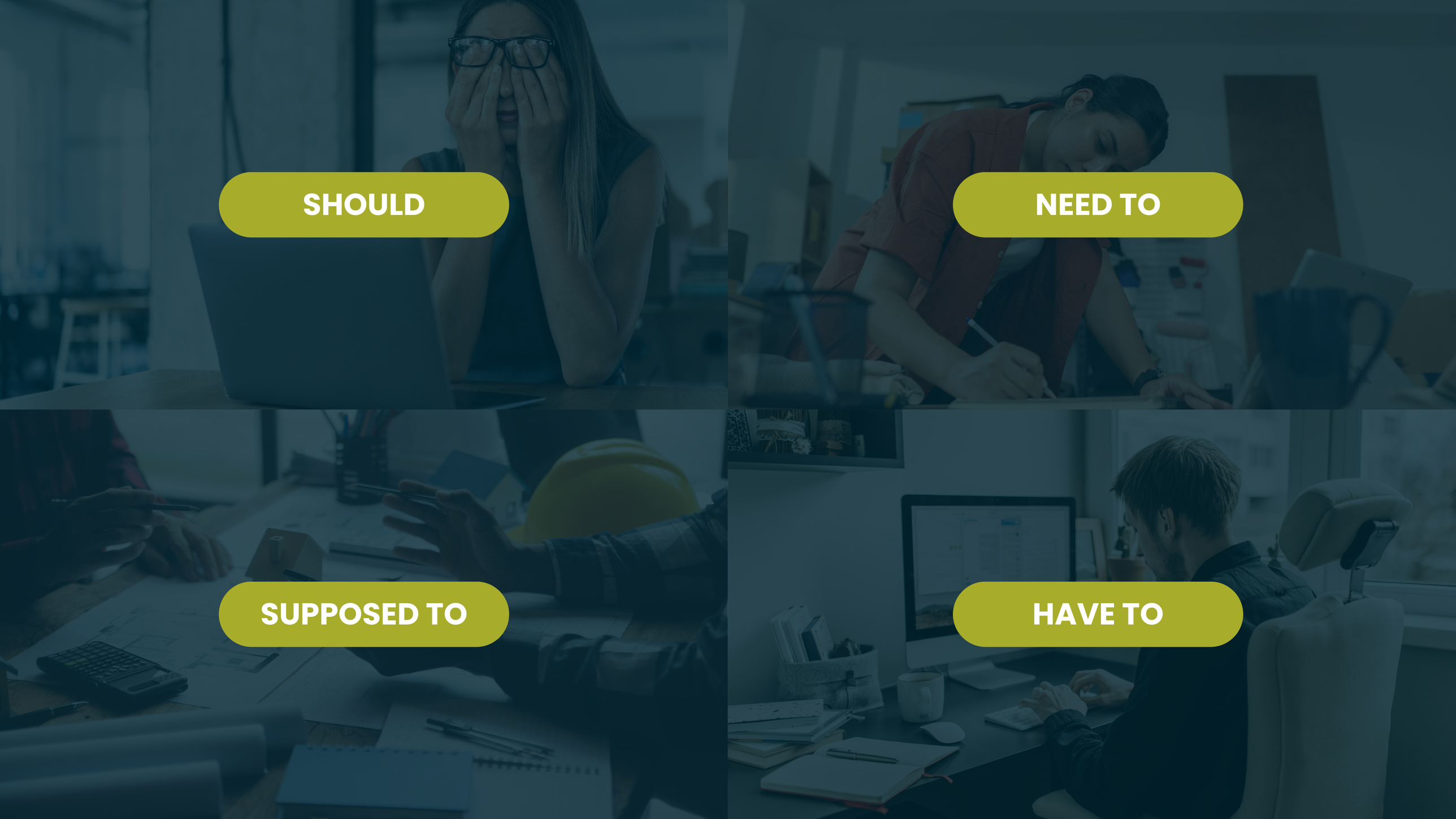
Students aren’t usually in the room when these limits are created.


EXPECTATIONS


EMOTIONS


I CAN'T
EXCUSES


“Expectations are what I believe should happen as a result of what I think, do, say or plan.”
— Rhonda Britten


SHOULD
NEED TO
SUPPOSED TO
HAVE TO

Think about a change you're navigating right now.

What are you expecting?




EXPECTATION
What should happen?
INTENTION
How do I choose to show up?

Complete the sentence.

TODAY, I AM WILLING TO PRACTICE...

_____

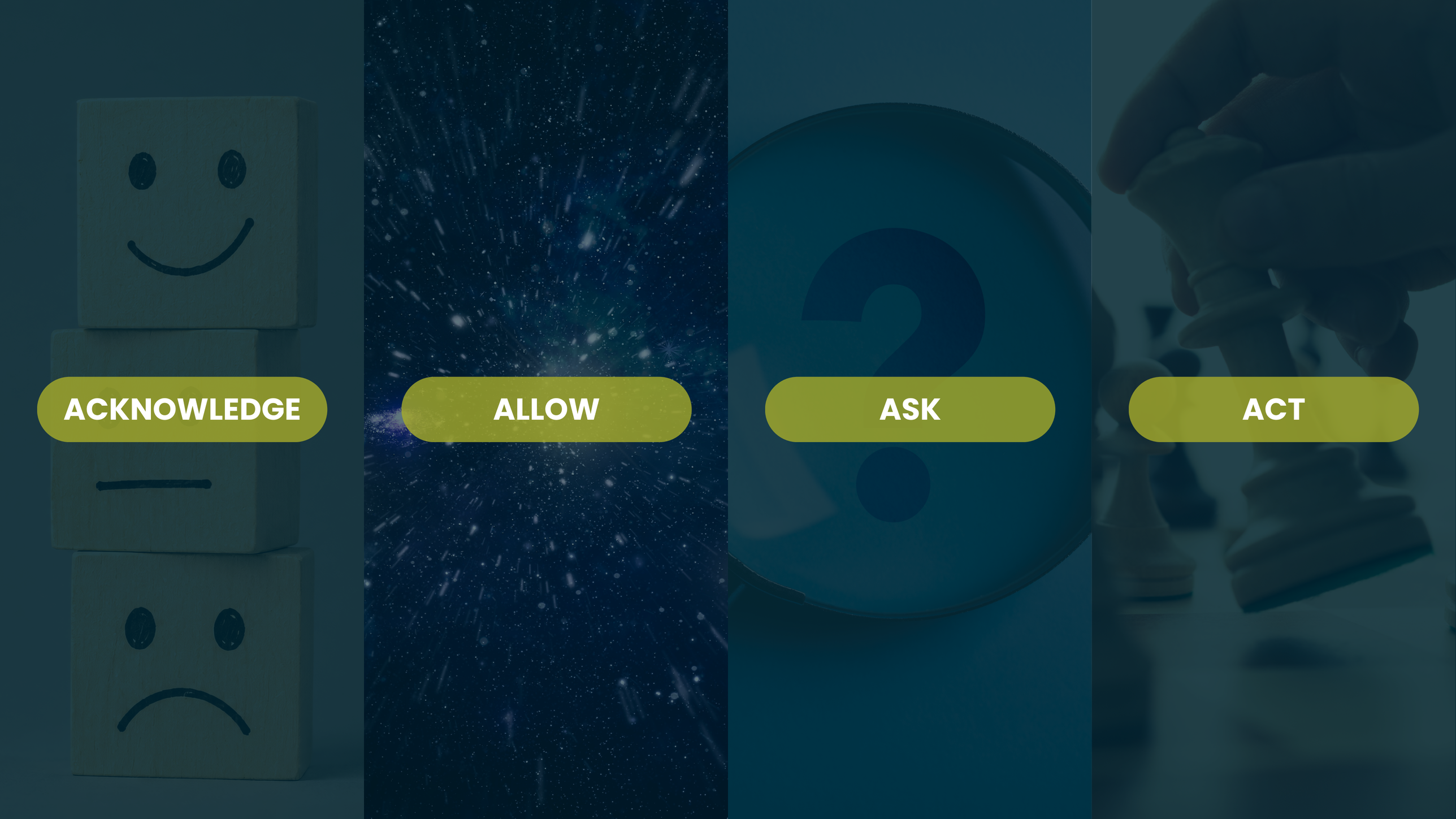


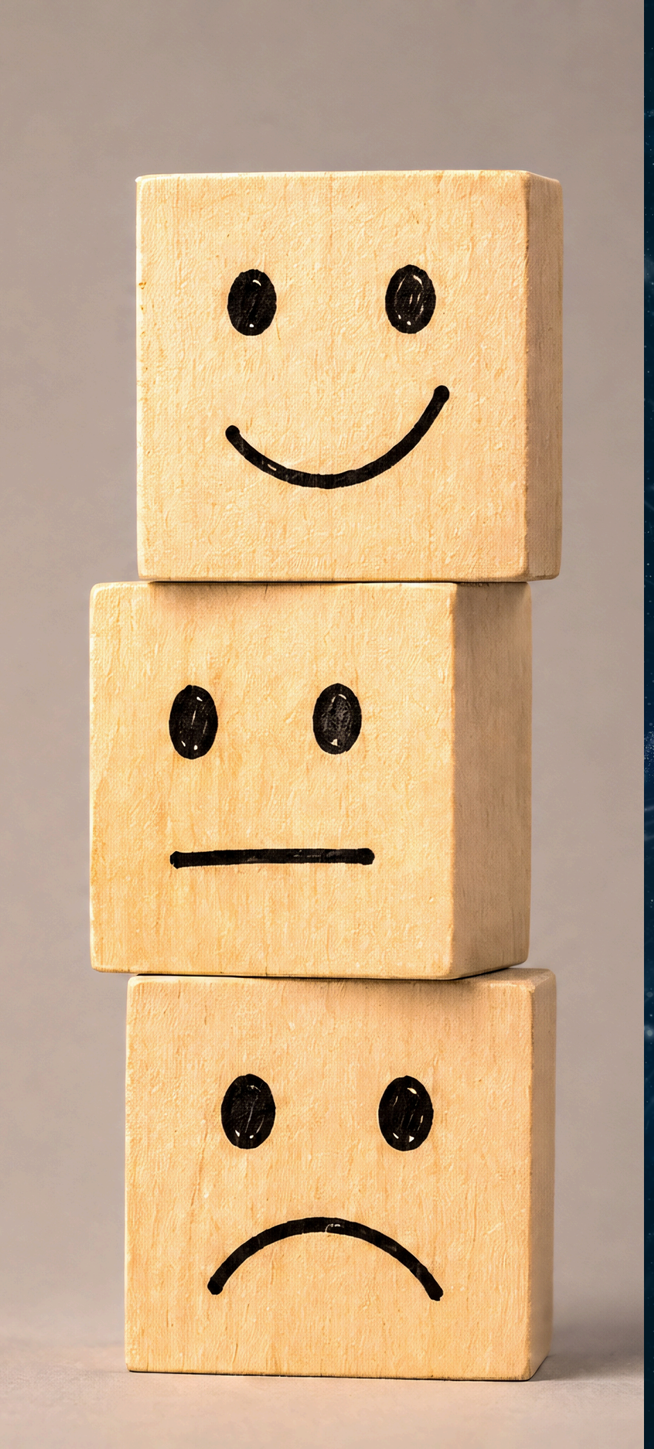
What if there are no “good” or “bad” feelings?. Just feelings

A feeling is information.

It doesn’t have to be the instruction.




ACKNOWLEDGE
ALLOW
ASK
ACT



What am I actually feeling?

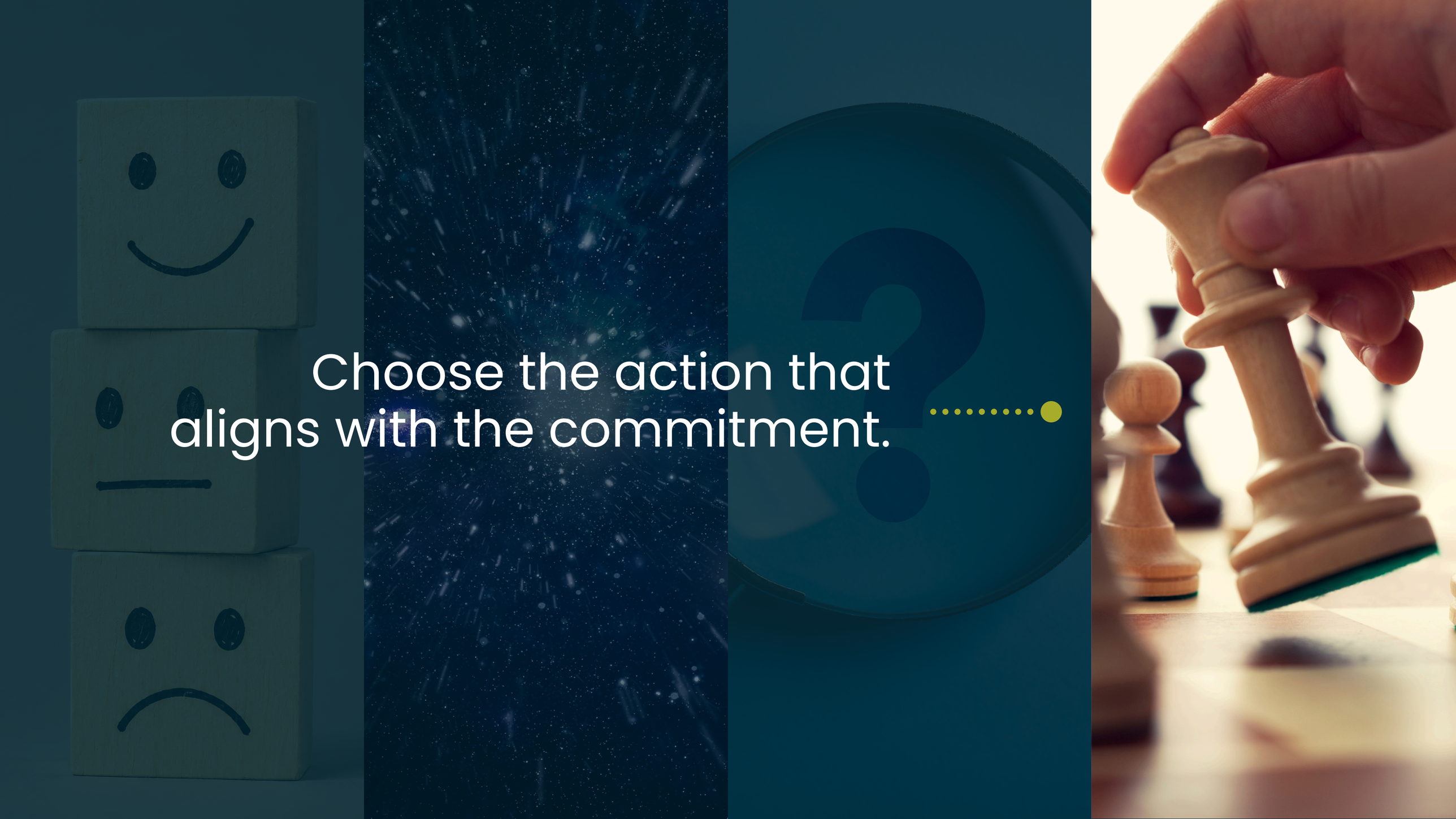




Give it space.

Let the feeling move through you before you act from it.


What am I committed to?
What is my intention?


Choose the action that
aligns with the commitment.


This isn't going to work.
We need to go back to traditional classrooms.



When does a limitation become an Excuse?













Does the limitation make the decision for us?

“Teachers won’t use it.”

“Students aren’t ready.”

“Facilities will never maintain it.”

“We’ve tried that before.”

“Parents won’t support it.”

How do you know?




WHAT IS REAL?
WHAT AM I ASSUMING?
WHAT CHOICES STILL EXIST?
WHAT CHOICE ALIGNS WITH MY INTENTION?

NAVIGATING THE HUMAN ELEMENT OF CHANGE – SUSTAINABLY

EXPECTATION



INTENTION

CHOOSE HOW WE SHOW UP

EMOTIONS



4 A’S

HONOR FEELINGS, ACT ON COMMITMENTS

EXCUSES



CHOICE

RECOGNIZE WHAT REMAINS POSSIBLE

What CHANGE are you navigating right now?

Where is there uncertainty, resistance, or misalignment?




WHAT CHANGED WHEN WE
LOOKED BEYOND THE PROBLEM
AND SAW THE PEOPLE?

We can’t manage someone else’s expectations, emotions, or excuses for them.

But we can create conditions that help people navigate them.





ASK MORE QUESTIONS THAN YOU ANSWER.



INVITE DIFFERENT VOICES BEFORE THE DECISION.



MODEL NOT HAVING ALL THE ANSWERS.

What am I bringing into the situation?

My expectations, emotions, and excuses

How do I want to Show Up?

My intention and the choices available to me

How might that help someone else?

Creating conditions for others to navigate change




They may not always be in the room.
But our decisions always shape what becomes possible for them.


ONE THING



QUESTIONS

NEXT STEPS


FEARLESS LIVING
TOOL 06
THE 4 A'S
CLIENT WORKBOOK
FEARLESS LIVING
CONCEPT 01
EXCUSES VS CHOICE
CLIENT WORKBOOK
FEARLESS LIVING
TOOL 07
STRETCH, RISK, OR DIE
CLIENT WORKBOOK

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