Responsible Thinking Process
Our Philosophy

• we are responsible for what we do

• students have the right to learn, and teachers have the right to teach, in safety

• no one has the right to disrupt, to prevent other students from learning, or to violate the rights of others
Our Values

- Quality relationships
- Fostering high achievement

Justice → RTP
Tolerance → RTP
Cooperation → RTP
Respect → RTP
Responsibility → RTP
Why RTP at a school?

In the classroom we want:

✓ behaviour management
  conversations reduced and learning conversations increased.

✓ disruptions reduced so uninterrupted learning can take place.

✓ work in an environment that encourages THINKING and BETTER DECISION MAKING
The foundation of RTP is built on the idea that, as human beings, we are designed to control ourselves and our own behaviour rather than being controlled by others. Accepting that we cannot blame others for the choices we make: or as Ed Ford (founder of RTP) puts it, “The bottom line is that we are all the captains of our own ship.”
Accepting Responsibility
What do these signs say about accepting responsibility?
Responsibility

• Responsibility...is...the ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs.

• – Dr. William Glasser
Responsibility Words

- Accountable
- Dependable
- Reliable
- Honest
- Trustworthy

- Excellence
- Prepared
- Informed
- Acceptance
How does the Planning Room process work?

Students who disrupt the learning of other students are asked a set of questions and if they disrupt again in the lesson, they go to the Planning Room (MW1).

In the Planning Room students think about what they have done and then try to think of other ways they can behave so they can successfully remain in class. This allows the student to consider options for what they could do differently next time.
Are you in trouble?

• Students are not in trouble if they are referred to the Planning Room.
• In the Planning Room students make a plan that allows them to reflect on their actions and develop strategies to be more successful in class.
• After completing a plan, the student conferences with the Planning Room teacher.
• The student then negotiates their plan with their classroom teacher.
• On successful negotiation the student returns to class and follows their plan.
Student chooses to disrupt

Student is asked the questions – What are you doing? What are the rules? What happens when you break the rules? Is this what you want to happen? What do you want to do now? What will happen if you disrupt again?

Student accepts responsibility for behaviour and remains in class.

Student does not work with teacher or does not accept responsibility for behaviour.

Student goes to the Planning Room to work on behaviour plan.

Student writes a plan that works for him/her.

Student negotiates plan with the teacher and is allowed to return to class.

Student disrupts again.
What are the questions asked?

The First Set of Questions

If a student disrupts the first time they are asked:

• What are you doing?
• What should you be doing? OR
  What are the rules? OR
  Is that OK?
This may be followed by:

- What happens when you break the rules?
- Is this what you want to happen?
- Where do you want to be?
- What do you want to do now?

The main question asked here is:

- What will happen if you disrupt again in class?
If the student disrupts again they are asked the second set of questions:

- What are you doing?
- What did you say would happen if you disrupted again?
- Where do you need to go now?

The student then goes to the Planning Room.
PLEASE NOTE

• If a student is referred to the Planning Room (even if they think it is wrong or right) they must go there immediately.
Will your Parents/Guardians find out?

- If a student is referred to the Planning Room, parents/guardians will not be contacted, as the student is responsible for planning their reentry to class.
- However, if a student is referred to the Planning Room three or more times in a week, parents/guardians are contacted by the Team Leader. This process explains that the student is having difficulties staying in class and that they are using the Planning Room.
What is the Planning Room like?

It is a quiet classroom where there is no contact with other students.

It is a classroom where everyone is treated with respect and given an opportunity to quietly reflect on their behaviours.

Students are given a desk at which to work on a plan. All planning is done by the student involved. The Planning Room teacher then goes over the plan with the student.

When this is completed, the student may return to class to negotiate with their teacher.
• Some teachers may not be able to talk to the student during class time so you will need to negotiate the plan during a lunch break or assigned time with the teacher. You can not do any school work in the Planning Room unless your plan is completed and signed by the Planning Room teacher.

• If a student chooses to disrupt in the Planning Room they are asked *the questions*, if they disrupt again they will be referred home.
“What can I do to negotiate?”

• When a student negotiates their plan, they are given time to explain how they are going to be more successful in class and not disrupt the learning of other students.

• If part of their plan is unacceptable, alternatives will be offered.
Student Responsibilities While Negotiating the Plan

• The student must have created a thorough and specific plan with the Planning Room teacher before he/she negotiates with the teacher.
• The student must set up an appropriate time to negotiate their plan with the teacher.
• The student must discuss their plan with the teacher and identify what support they will need in order to be successful in accomplishing their goal.
• If the plan is not successful the student returns to the Planning Room to revise the plan.
Questions you may be asked

• Tell me about your plan.
• What will you do when you find yourself in this situation again?
• What will I see you doing if you are following your plan successfully?
• What could make it difficult for you to complete your plan?
• What do you need to help you with your plan?
• Are you really committed to following your plan?
• How will we know if you are really serious about your plan?
Reasons why students go to the Planning Room

A student will go to the Planning Room when they have disrupted the learning (twice) of other students.

A student will go to the Planning Room for unsafe behaviour.
What is a disruption?

• Let’s discuss......
RTP allows students to:

- achieve their goals through developing successful plans
- make their own decisions and be responsible for their actions,
- consider the rights of others,
- develop negotiation skills,
- be aware there are systems of rules everywhere in society
OCC!

• The Responsible Thinking Process will help our College community strive to *nurture our potential, foster high achievement and keep our relationships respectful, positive and strong.*

• And that is what O’Loughlin Catholic College is all about!