

1.b RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – SAMPLE

Description of Activity <ul style="list-style-type: none"> • Texts and Program <ul style="list-style-type: none"> ○ Religious Education ○ Family Life ○ AIDS ○ Other Programs ○ Assessment 		SMART Goal Design - Is this goal... <ul style="list-style-type: none"> <input type="checkbox"/> Specific? <input type="checkbox"/> Measurable? <input type="checkbox"/> Attainable? <input type="checkbox"/> Result-oriented? <input type="checkbox"/> Time-bound?
Goal/Expected Result <ul style="list-style-type: none"> • Ensure that there are sufficient texts and bibles for Religious Education, Family Life Education, AIDS education, other programs • Build library of additional resources for programs • Ensure teachers are aware of provincial and board policies on Assessment in Religious Education and Family Life Education • Provide resources on Assessment 		Resources <ul style="list-style-type: none"> • Texts and Manuals used by Schools • Texts Recommended in the Course Profiles • Assessment Guide from Board's Religious Education Department
Relevant Catholic Theme(s) <ul style="list-style-type: none"> • Faith • Hope • Love and Justice • Mystery Awe and Wonder 		CGE(s) <ul style="list-style-type: none"> • CGE1g Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey • CGE4e Sets appropriate goals and priorities in school, and work
How will success be determined? <ul style="list-style-type: none"> • Sufficient texts, additional resources, assessment resources, course profiles, lessons plans, teacher in-service, engaged students in class 		
Contributors	Tasks	
School Administration	<ul style="list-style-type: none"> • Collate needs assessment from Religious Education department regarding texts • Consult with Board Religious Education Department regarding Guidelines, Course Profiles, necessary texts, suitable additional resources and program in-services • Order texts • Ensure that administration has up to date policies on assessment on Religious education; contact Board Religious Education department if necessary • Provide staff with updated assessment materials • Ensure that teachers are familiar with the AIDS program • Contact both school Religious Education Department and Chaplaincy about Special Board Programs (e.g. third world development education/mission trips, etc.) • Require Religious Education department to submit course outlines for each Religious Education course 	
Staff	<ul style="list-style-type: none"> • Familiarize themselves with programs and assessment resources • Attend Board in-services on programs • Contact Board consultants for assistance if required • Submit course outlines 	

Board Religious Education and Family Life Education Department	<ul style="list-style-type: none"> • Be a resource to school
Process Stages	Details and Considerations
May/June (Prior year)	<ul style="list-style-type: none"> • Administration consults with teachers to assess needs vis-à-vis texts and resources for next year; contact Board's Religious Education department for updates regarding new programs and resources • Timetable Religious Education and Family Life Education programs; assign teaching responsibilities
Late August	<ul style="list-style-type: none"> • Review Provincial, Board and school policies regarding Religious Education and Family Life Education
December	<ul style="list-style-type: none"> • Re-assess staff and student needs with respect to texts and program
Effectiveness (degree to which goal has been achieved) <ul style="list-style-type: none"> • Sufficient texts • Evidence of other resources • Course profiles • Assessment policies • Staff attendance at in-services • Religious Education consultants present in school 	Follow Up/Next Steps <ul style="list-style-type: none"> • Identify additional needs • Brief class visits by administration