INDONESIAN A.C.E. Newsletter

A.C.E. is a Program with Tools and Procedures.

A Different Paradigm

One requires a different paradigm to understand how A.C.E. works. The whole basis of A.C.E. starting from its principles, its system and tools; its approach to individualized teaching is fundamentally different from the conventional system of education.

Without a change in paradigm, without an openness of the mind and heart, it is more difficult to understand the concepts of individual learning. Differences in paradigm:

Individualization versus Conventional classroom system.

(Please refer to June 2013 Newsletter for differences in A.C.E. versus Conventional system.)

A.C.E. is Not a Series of Text Books

Some users of the A.C.E. curriculum approach the A.C.E. program like a text-book based curriculum. These adults, who often come from a conventional text book background see A.C.E. as a series of text books or workbooks, misunderstanding what A.C.E. has to offer, and have difficulty grasping all the benefits of the A.C.E. program. One cannot expect to gain the whole benefit of any program without using the totality of the module or system.

Up Coming Events

Indonesian Educators Conference	ICCE Training (Part 2)	ACE Professional Training
8th to 9th Nov 2013	11th Nov 2013	6th to 10th Jan 2014
Venue: Wesley Pelita Bangsa School, Pluit, North Jakarta.	Venue: Wesley Pelita Bangsa School, Pluit, North Jakarta.	Venue: Beacon Light Community School, Serpong, Jakarta.

A.C.E. is a Program that is learning focused; provides character training; and develops thinking skills

A.C.E. is more than a text-book curriculum. Some users, who see the **PACE**s as textbooks or workbooks, take the approach that by merely reading and passing the PACE test, they have completed the program. This is far from the truth and consequently, their students miss out on many of the benefits A.C.E. offers.

Character Training

The PACEs teach principles of character in all the subjects. However, character training requires the application and correction of these principles. It is the A.C.E. system that puts these principles into application. The raising of the flags, the scoring of the PACEs, the pushing of the chairs, and many more procedures within the A.C.E. program are training students in patience, perseverance, honesty, consideration and many other character traits. This is the application element of character training. Without application, character training is not complete. It is merely character teaching, that is, teaching the principles of character. It is merely knowledge of good character.

Mastery Learning

The PACEs and the procedures of A.C.E. are designed as integral components to develop mastery of concepts and critical thinking.

Some users see A.C.E. as merely the workbooks or PACEs. In reality, the PACE is a self-instructional booklet, and it works together with the A.C.E. procedures. In fact, without complying to the procedures, students may be tempted to look for answers instead of learning. Not only will they not master the work, but looking for answers will not enhance their overall learning.

Project Handling & Skill Development

A.C.E. offers more than PACEs. There is the annual Student Convention where students come together in a residential situation and compete in art, craft, platform, music, athletics, academics, and photography. The preparation period that leads to Convention trains students to be committed to following through on the tasks they choose so as to bring them to completion. This is a good training ground for student as it teaches responsibility, perseverance, diligence, confidence, team-work and develops their talents and skills.

Critical Thinking

Student Convention and PACEs are designed to engage students to think in the Higher Order Thinking Skills (Bloom's Taxonomy – discussed in July 2013 Newsletter). Student Convention provides opportunities to think outside the box, to create new pictures, songs, or playing creatively to attack or defend in sports or chess. Students are challenged to go beyond memorizing and understanding to analyze, evaluate and creatively design their work.

5 Laws of Learning

The whole philosophy of A.C.E. is learning-based and not teaching-based. The A.C.E. procedures are designed around five laws of learning. Their purpose is to reinforce and uphold these principles of learning.
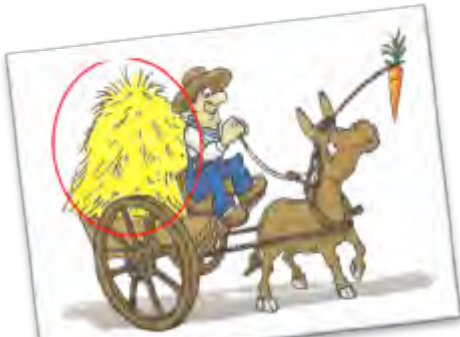
Law 1 – How heavy is the load? (assigning the level)

The pupil is placed on a LEVEL of curriculum where he can best perform. A.C.E. believes that it is not age that determines the level or student's grade. Age has no relevance to one's academic ability. Therefore a diagnostic test is used to objectively determine a student's academic level.


Law 2 – How long is the stick? (setting the goal)

The pupils set reasonable and appropriate GOALS to be achieved in a reasonable period of time. Learning is the student's responsibility. The student should take up the responsibility to determine how much work he will do each day. These goals are set under the direction of the learning centre supervisor.

Law 3 – How effective are the controls? (providing motivation and control)

The pupil receives MOTIVATION through encouragement and support and achieves CONTROL through guidance and discipline in order to assimilate, use, and experience the educational material. Students need to be encouraged to behave correctly and also be corrected and disciplined for wrong behavior. Merits and Demerits help to achieve self-discipline.
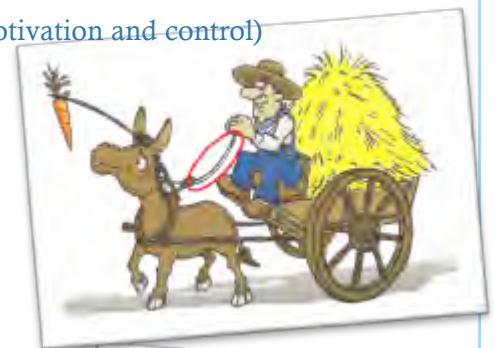
## Law 4 – How hungry is the donkey? (determining measurement)

The pupil's learning must be MEASURED, which relates to accountability. The Check Ups, Self Tests and PACE Tests help assess the student's learning. This assessment strategy quantifies the student's learning progressively.

Law 5 – How big is the carrot? (ascribing rewards)

The pupil's learning receives recognition and REWARD for its effort and significance. Congratulation Slips, Privileges, Green Dot and Star Chart are all used to reward effort.
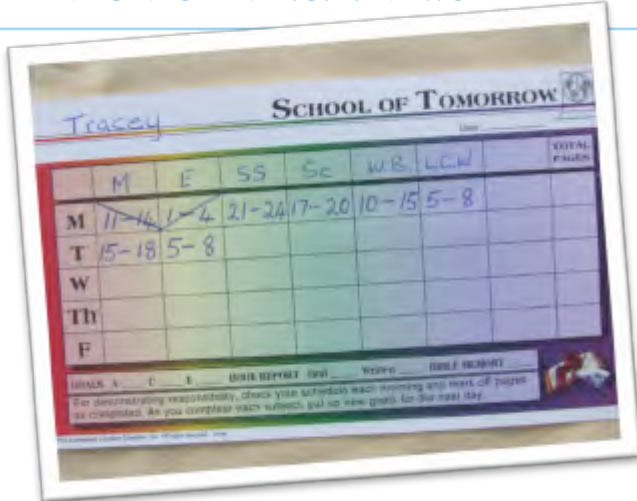
Goal Card Trains Students to be Responsible

The A.C.E. program has a few key tools, one of those is the **Goal Card.** Once a student has completed his goal, he should then set the next day's goal. This goal is set in detail; by subject and by page number. His key responsibility for the day is to accomplish the goals he has set.

The Goal Card is placed in front of him in his office. Throughout the day, as he completes the work in each PACE, he will cross off that goal on the Goal Card. His responsibility is to do this for all the subjects he has set. If he is not able to complete all his goals at school, his responsibility is to take the unfinished work home and complete it.

In the process of accomplishing his goals everyday, he develops diligence and perseverance. Most of all, he develops responsibility and ownership of his learning.

In the working world, companies spend a lot of resources training staff in time-management. The same set of skills and character traits are developed in the application of the Goal Card. A.C.E. students learn this task from a young age and this training continues until graduation.

Mastery and Not Age

Conventional Systems have students of the same age learning the same material

Age has no relevance to the academic level of a student. Yet again and again, many parents use age as a reference point. A.C.E. believes that the determining elements in setting a student's academic level are their ability to master the content and their thinking ability.

A.C.E.'s worldwide statistics of over one million students a year has shown that the secret to successful learning is not the student's age but their ability to master the content.

A.C.E. Procedures are Critical to a Child's Learning

Check Up, Self Test & PACE Test

Check Ups and Self Tests are designed to reinforce a student's learning. Each PACE usually has three Check Ups, one Self Test and one PACE Test. Put together for twelve PACEs a year per subject, A.C.E. students are tested more than students from conventional systems. The Check Ups and Self Tests help students to attain a higher level of understanding and learning of their lessons. The PACE Test is a summative assessment tool used at the end of each PACE to measure the student's learning.

Reviewing before PACE Test

The A.C.E. procedures require the PACE Test to be taken the day after a student completes his Self Test. This allows the student to study the completed lesson, giving him time to digest and understand before sitting for the PACE Test. This time given to review his work helps the student to attain mastery of the concepts.

Use of Flags

A.C.E. uses flags as a communication tool to inform the supervisor that a student needs help. A student will have to wait for the supervisor to come to him. This system trains a child to ask for help in an orderly manner and to patiently wait for the appropriate attention. This seemingly minute tool that is used continuously everyday throughout the year, adds to the child's training in orderliness and patience. However, there is no time wasted because each child will have some other PACE work to complete while they are waiting for the supervisor to answer their flag.

Scoring at the Scoring Station

In A.C.E., a student scores his own work. This task is done every day and many times a day giving the student the opportunity to be truthful and honest in his work. The danger of not following the Scoring Procedures may tempt a student to cheat and copy answers from the Score Keys. Hence, it is important to comply with the A.C.E. procedures.

Merits & Demerits

Merits and Demerits are another tool within A.C.E. Merits encourage and motivate students to do the right thing and so develop good character traits. Merits are tools that recognize good character in action.

Demerits correct and discipline wrong behavior. This is another tool that helps to form the student's character.

A.C.E. is not complete without its systems and procedures.

The A.C.E. Program Comprises of Procedures
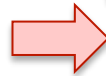
Based on the 5 Laws of Learning

Procedures	Laws of Learning

Procedures

Diagnostic Test

Learning Centre Procedure
- Scoring Procedure
- Testing Procedure – Check Ups, Self Test, PACE Test

- Congratulation Slips and Privilege

Goal Card
- Goal Setting Procedure
- Goal Check Procedure

Discipline & Control
- Merit Procedure
- Demerit Procedure
- Corrective Action Notice

Rewards
- Congratulations Slips
- Student Progress Chart

Laws of Learning

The pupil must be placed on a Level of curriculum where he can best perform.

The pupil's learning must have appropriate MEASUREMENT applied to the results

The pupil must receive MOTIVATION through encouragement

The pupil must set reasonable and appropriate GOALS.
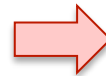
The pupil must achieve CONTROL through guidance and discipline.
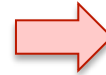
The pupil's learning must receive recognition and REWARD for its value, effort and significance.