THE TEACH HANDBOOK

"Suffer the little children to **come unto me**, and forbid them not:
for of such is the kingdom of God."

This handbook has been created by TEACH for TEACH families.

Revision 1c - released January 2020

Images by Freepik

The TEACH Vision

*The European Academy for Christian Homeschooling exists to provide a **professional and personal support** network for parents who are home educating using the ACE programme.*

The TEACH Handbook

The TEACH Handbook provides home educators with a reference for every aspect of the journey through their children's education with the ACE programme.

Welcome to the TEACH Handbook!

This handy guide to all things home education has been written for all TEACH Members, whether you have years of experience or you're just getting started. It is split into five chapters, each of which contain five sections. These chapters cover the history of home education, the Accelerated Christian Education programme, and how you can get all the support you need on your journey.

If anything is not clear, remember that the TEACH team are just a phone call or email message away! We are passionate about helping home educators, and we look forward to being able to help you in any way we can.

We hope that reading this handbook will encourage you to keep going! In all things remembering that it is 'not by might, nor by power, but by My Spirit, says the LORD'.

Let's get home educating!

The TEACH Team

BIBLICAL
HOME EDUCATION

Home educating is not an end in itself; it is a means to an end. The end is the faithful conduct of our God-given responsibility to give our children a Christian upbringing and a Christian education – an education based on the conviction that Christianity is the truth. It is a matter of obedience to Biblical teaching and commands. Home educating using ACE is just a means to this end, but it is not the sum total of our Christian obedience.

We must remember that the Biblical commands and teaching regarding education are not the only Biblical commands and teaching. We are not excused the rest because we happen to home educate with a Christian curriculum. It is basic and fundamental to giving our children a Christian education at home that the parents maintain their own Christian life to as high a standard as possible; personally, in the home, in the neighbourhood, at work and in the church. This also is included in our obedience to and our following of the Lord.

"From learning to read through to getting apprenticeships and university places, we recommend ACE. It has helped stir up the Gift of God in our children."

- The Lawson Family

"Being educated at home with the ICCE was not a barrier to university entrance, but a blessing which prepared me for the real world."

- Benjamin Dharmanandan

SCRIPTURE & EDUCATION

The Bible is full of encouragement and direction in relation to educating

Let the word of Christ dwell in you richly in all wisdom; teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord.

Colossians 3:16

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

Philippians 4:8

Train up a child in the way he should go; and when he is old, he will not depart from it.

Proverbs 22:6

TEACH HISTORY

A survey conducted in the 90s revealed that, although convinced about Christian home education, many home-educating parents felt isolated and even discouraged by the lack of local support from like-minded Christians, and would appreciate regular contact, fellowship, support, assistance and encouragement from experienced Christian educators who also home educate their children.

To this end, Christian Education Europe (CEE) decided to establish The European Academy for Christian Homeschooling (TEACH), a home-education support service which now has over 700 families and more than 1,000 children. The TEACH Team is made up of a group of experienced Christian home educators and graduates of the ACE programme who are passionate about giving home educators the help and support they need.

Apart from providing phone and email support to home educators around the world, TEACH also provides diagnostic prescriptions for children, academic help, access to qualifications, discounts on curriculum materials, and organises regional and national events to help bring home educators together.

Today TEACH has three members of staff, dozens of contact families, and groups that organise meetings for local home educators. More than just a support service, TEACH is now a family of families.

1990 - 1996

TEACH (originally called 'EACH'), is set up within Christian Education Europe specifically to help the growing number of people who are interested in educating their children at home.

1997 - 2003

TEACH grows rapidly with more and more families hearing testimonies about the ACE Programme and catching the vision for Biblically-based, Christ-centred education

2004 - 2010

TEACH Camp moves to Cefn Lea and the TEACH Camp Committee is formed. Both the online diagnostics and new parent training are created.

2010 - Present

TEACH and the number of home-educating families continues to grow, with now over 700 families using the ACE programme at home.

HOME EDUCATION AND THE LAW

The legalities of home educating vary from country to country. To find out specific details for your country we recommend visiting the Homeschool Legal Defense Association at: www.hslda.org/hs/international.

In the UK, the relevant law is found in Section 7 of The Education Act 1996:

"The parent of every child of compulsory school age shall cause him to receive efficient, full-time education suitable -

- *to his age, ability and aptitude, and*
- *to any special educational needs he may have,*
- *either by regular attendance at school* ***or otherwise****"*

Section 9 of The Education Act continues:

"In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State, local education authorities and the funding authorities shall have regard to ***the general principle that pupils are to be educated in accordance with the wishes of their parents****, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure."*

Note that in Scotland, it is required that parents **first** obtain permission from the Education Authority before taking their children out of school. If a child has never attended a state school, initial permission is not required.

Children with Special Educational Needs
Although home educating children with Special Educational Needs (SEN) is also legal, the legalities are more complex. For more information on this issue, please contact us, as we can provide links to up to date materials and specialised support services.

Relevant International Law

UN Declaration of Human Rights 1948

Article 26 (3): *"Parents have a prior right to choose the kind of education that shall be given to their children."*

European Convention for the Protection of Human Rights

Protocol No. 1, Article 2: *"No persons shall be denied the right to education. In the exercise of any function which it assumes in relation to education and to teaching, the state shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions."*

Subject to Authority

When dealing with government and local authorities on any level, it is important to remember God's command to "let everyone submit to the governing authorities, for there is no authority except from God." As Christians, we should be exemplary in our manner and conduct before authorities, that "they may see your good works, and glorify your Father in heaven."

It should not be difficult for a home-educating parent to convince anyone that their child is receiving an efficient, full-time education. The ACE programme has inbuilt mechanisms which, if followed, will ensure good progress. Following the record-keeping and goal-setting guidelines outlined in this Handbook should guarantee success in this area.

If you have any questions, or need some advice with regards to dealing with any requests from your local authority, please contact the TEACH Team, and we will do our best to help!

WHY HOME EDUCATE?

History shows that education at home has been the accepted educational method of most cultures. In the past, the home and the church took responsibility for education, not the state.

Home education diminished after the introduction of universally available state education at the end of the 19th century. It continued in Britain into the 20th century amongst the wealthy who could afford private tutors at home (examples of this include CS Lewis and the Queen). Because of this, the 1944 Education Act famously allowed for education either at school 'or otherwise'. Over the last 30 years a modern home-educating movement has emerged with the parents taking direct responsibility for educating their children.

Six Reasons to Home Educate

1. Religious reasons
2. Beliefs about parental responsibility
3. To maintain high literacy and numeracy levels for their children
4. To promote social development and avoid negative peer influences
5. To meet special health or educational needs of their child
6. Pragmatic reasons (it's too far to the nearest school)

Research

A recent study in the UK by Dr Paula Rothermel (2002) was based on a survey of 419 home-educating families in the UK and 196 assessments evaluating the psychosocial and academic development of home-educated children aged 11 and under. This showed that 64% of 5–6 year olds scored over 75% on the PIPS Baseline Assessments as opposed to a level of 5% of children nationally. Also, the National Literacy Project (school years 1, 3 and 5) assessment results reveal that 80% of home-educated children scored within the top 16% band of a normal distribution bell curve. Results from the psychosocial assessments using the revised Rutter Scale confirms that home-educated children were socially adept and without behavioural problems. “Overall, the home-educated children demonstrated high levels of attainment and good social skills” and these results were not influenced by the social class of the parents or the level of parental educational attainment. Interestingly, home-educated children do not show the notorious 'gender gap' whereby girls in state schools tend to perform better academically than boys. In short, home education is good for you academically and socially.

SOCIALISATION

It appears, surprisingly, that the **social skills** of home-educated children are of concern to those not involved – although the concern rarely survives exposure to home-educated children.

There has been a considerable amount of research on this subject. Shyers (1992) found that home-educated children showed higher assertiveness and self-concept ratings than conventionally schooled children. He also found that home-educated children demonstrated significantly lower levels of problem behaviour as a means of resolving social issues than children in schools. He pointed out that the findings called into question "the conclusions made by many educators… that conventionally-schooled children are more socially well-adjusted than those who are home-schooled". Shyers final comment was that "more research should be conducted on the social adjustment of conventionally schooled children"(!)

Ray (1990) conducted a review of a wide body of research on home educating and socialisation and found that 'children: educated at home… appear to be socially and emotionally well-adjusted.' Delahooke (1986) used the Roberts Appreciation Test for children and found that home-educated children were well adjusted and less peer dependent than conventionally schooled children. Smedley (1992) used the Vineland Adaptive Behaviour Scale to study socialisation and also found that home-educated children were more mature and better socialised than conventionally schooled children.

None of this is surprising. As you will find (if you haven't done so already) it is a prerequisite of parental survival that home-educated children are relatively mature, well-behaved and socially well-adjusted with good general social skills. This is helped by their role models being mature adults (their parents) rather than equally immature peers.

Other researchers (Rakestraw, 1987; Montgomery, 1989 and Tilman,1995) have also documented the unsurprising fact that children educated at home spend many hours a month with those outside the family in such activities as organised and impromptu sports, church activities, music lessons and other community-based activities.

ABOUT ACE

THE ACE METHOD

ACE's Bible-based curriculum material is individualised, with the emphasis being placed on the child's responsibility to learn rather than on teaching. Children work in each subject at a level of difficulty suited to their ability.

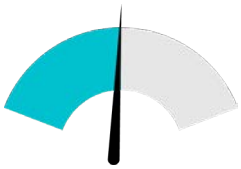
The prime method of learning is achieved by children working through booklets (called PACEs or Packets of Accelerated Christian Education) in various subjects, reading supplied texts, filling in blanks in questions, linking words with definitions, writing sentences and short essays, doing simple experiments, searching dictionaries, solving mathematical problems, using computers, watching DVDs and in many other ways.

There are frequent short tests called Checkups throughout each PACE, leading up to the Self Test at the end of the PACE, where the child assesses their own understanding of the work. If they pass the Self Test they will proceed, the following day, to the PACE Test. If passed, this will demonstrate mastery of the material.

Progression to the next PACE is only permitted when mastery of the current work has clearly been demonstrated (known as mastery learning). Learning in this system is measurable and this is one of the great strengths of the ACE system. If learning has taken place, why not check up to confirm that it has?

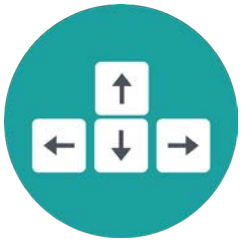
THE FIVE LAWS OF LEARNING

The ACE Philosophy

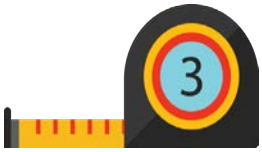


The pupil must be on a level of curriculum where he can perform.

The pupil must set achievable goals he can complete in a prescribed period of time.



The pupil must be controlled and motivated to assimilate, use, or experience the material.



The pupil's learning must be measurable.

The pupil's learning must be rewarded.

CHARACTER

In addition to the academic material the ACE curriculum has built-in character training. In seeking to build character each PACE focuses on one of the 90 Character Traits. The character trait is included as part of the goals of learning on the first page of each PACE along with a song about the trait (for the musically minded) and the Scripture verse is also related to the trait.

The 90 Character Traits

Affectionate
Appreciative
Attentive
Available
Blessed
Cheerful
Committed
Compassionate
Concerned
Confident
Considerate
Consistent
Content
Cooperative
Courageous
Courteous
Creative
Decisive
Deferent
Dependable
Determined
Diligent
Discerning
Discreet
Efficient
Equitable
Fair
Faithful
Fearless
Flexible
Forgiving
Friendly
Generous
Gentle
Godly
Goodly
Gracious
Grateful
Happy
Holy
Honest
Humble
Integrity
Joyful
Just
Kind
Knowledgeable
Longsuffering
Loving
Loyal
Meek
Merciful
Modest
Obedient
Observant
Optimistic
Orderly
Patient
Peaceful
Perseverant
Persuasive
Prepared
Prudent
Punctual
Pure
Purposeful
Ready
Rejoiceful
Repentant
Resourceful
Respectful
Responsible
Reverant
Righteous
Secure
Self-Controlled
Sincere
Steadfast
Submissive
Tactful
Temperate
Thorough
Thrifty
Tolerant
Trustworthy
Truthful
Understanding
Virtuous
Wise
Zealous

The Core Curriculum is an ambitious programme which aims not only to teach the academic disciplines to a high standard, but also to ensure that Scripture is memorised, that Christian truth and character are taught and illustrated and a Christian commitment encouraged.

CARTOONS

In each PACE there is a sprinkling of cartoons, which are used to emphasise and illustrate the character trait of that particular PACE. The cartoons are based on characters (Ace Virtueson, Christy Lovejoy, et al), who are children at Highland School and are age-specific. That is, in the earliest PACEs the characters talk, behave and look like children of 5, 6 or 7, and as you go through the PACEs the characters also grow, and talk, behave and look like children of the appropriate age; they also deal with age appropriate issues and circumstances. They are an integral part of the PACE, concerned, not with academic issues, but with the vital issue of character.

A Child's Walk in Character

"One of the most often lauded aspects of the A.C.E. curriculum is the emphasis on character, and yet simultaneously, one of the vehicles for teaching character, the comic strips, is often derided. I was speaking to someone about this recently and when asked to provide an example of how the comics had positively affected my character, I immediately thought of this, fairly innocuous comic shown above.

I remember this comic especially because ever since reading it, I've always been very aware of which way the pans are facing on the cooker, and to this day, if a handle is sticking out, I must make sure they're safely positioned! How about that for an impact!

The best part? The above comic is taken from English PACE 33, which means I probably studied around twenty years ago, and yet I could still remember it as if it were yesterday! So let that be a lesson to the scoffers. Comics and character, it's a match made in heaven!"

DIAGNOSTIC TESTING

Curricula differ in content. Children who have been in a state or independent school and transfer to ACE will need to have diagnostic testing to ascertain exactly the areas they have already covered. ACE Diagnostic Tests cover the complete curriculum from the earliest level and help to pinpoint any areas of weakness or gaps in the child's knowledge. This is especially the case in Maths and English, as ACE is rather more rigorous in these subjects.

There are four components of the ACE diagnostic test. Maths, English, spelling, and reading comprehension.

What is a Gap PACE?

Sometimes a student has diagnosed at one clear starting level, but still needs to cover small areas, or gaps, from previous levels that they haven't yet mastered.

The diagnostic test pinpoints particular PACEs that the student is weak in. These are called Gap PACEs.

Once they have completed the Gap PACEs, they can be confident to move forward from their starting level.

The Australian Grammar Course

This is a six PACE bridging course that helps older students catch up to a higher level of English Grammar without having to complete levels 1-6 of ACE English. If completed thoroughly, this course will enable a student to start from Level 7 in English.

This course was produced in Australia, but don't be confused by the name! The whole content is focused on English Grammar.

LEVELS 1 - 12

ACE runs from Preschool age right through to leaving school. Once a child has learned to read and write they start to work on the core curriculum.

There are 12 levels of core curriculum. Each level generally includes 12 PACEs per subject and should take a year to complete.

Lvl	The 12 Levels of Core Curriculum											
1	1	2	3	4	5	6	7	8	9	10	11	12
2	13	14	15	16	17	18	19	20	21	22	23	24
3	25	26	27	28	29	30	31	32	33	34	35	36
4	37	38	39	40	41	42	43	44	45	46	47	48
5	49	50	51	52	53	54	55	56	57	58	59	60
6	61	62	63	64	65	66	67	68	69	70	71	72
7	73	74	75	76	77	78	79	80	81	82	83	84
8	85	86	87	88	89	90	91	92	93	94	95	96
9	97	98	99	100	101	102	103	104	105	106	107	108
10	109	110	111	112	113	114	115	116	117	118	119	120
11	121	122	123	124	125	126	127	128	129	130	131	132
12	133	134	135	136	137	138	139	140	141	142	143	144

EARLY YEARS

Preschool: Kindergarten with Ace and Christi

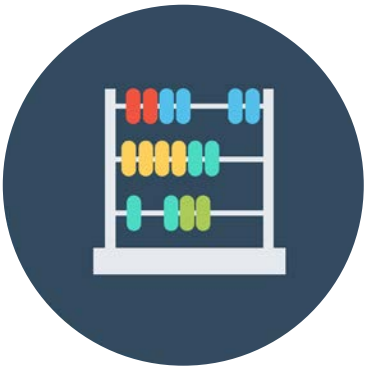
Preschool is a full-year programme for children who are not yet ready to learn to read. This programme is based on a complete scope and sequence of concepts and skills needed to prepare a child to read. Children will also learn social skills, the wonders of God's world, and the reality of God's love. 12 Seperate PACEs

ABCs with Ace and Christi

The ABCs with Ace and Christi is a 12-15 week programme designed for 5–6 year olds. 'ABCs' utilises a number of outstanding reading tools which include: a specially developed alphabet sequence, songs for each sound, poems, displays, and physical activities. Character development activities and Bible stories are also integral part of this course. By the end of this programme, most students are able to read.

CORE CUR

A child who has learned to read normally works in the six core curriculum subjects.



Maths

From four-function Maths to algebra and differential calculus, the student learns how to approach mathematics in a well-grounded, step-by-step manner. Students are encouraged to recognise God as the Creator of order and absolutes.

English

Proper use of English as a language is not innate in an individual, but is a skill to be developed. The A.C.E. curriculum does this through it's balanced scope and sequence, which includes extensive repetition of the eight parts of speech as well as step-by-step training in research and essay writing.

Social Studies

Social Studies looks at world history and cultures from the perspective of God as the designer, creator, and controller of the universe. The PACEs develop deductive reasoning and include a variety of comprehension and map activities, while also giving examples of individuals who have practised the precepts of God through the ages.

RRICULUM

An average child can complete roughly around 72 PACEs per year.

Science

A.C.E. takes the students' natural curiosity about their physical environment and helps them build a solid foundation based on Biblical principles. All the science texts are non-evolutionary in approach and content. Experiments are performed with parental involvement and laboratory sessions are featured on accompanying DVDs.

Word Building

Word-building increases the students' vocabulary and reinforces their confidence and capability in spelling. Basic spelling rules are introduced and illustrated, while the study of the meaning of suffixes, prefixes and root words allows students to build new words and expand on their vocabulary.

Literature and Creative Writing

Younger students are encouraged to enjoy reading and are lead through the concepts of creative writing. Through study guides, older students sample the classics and modern literature, along with poetry from various periods.

ADDITIONAL OPTIONS

Learning is supplemented through additional elective courses

Bible Courses
Business
Maths
Spanish
French
Health

Accounting
Typing
Speech
Art
Music
+ more

These subjects are often studied by pupils who have successfully completed the core curriculum subjects to PACE 1097. Once registered with the International Certificate of Christian Education, a student can be awarded credits for these electives.

ICCE

The International Certificate of Christian Education

ICCE Vision

The ICCE is a qualification which reflects Christian values and a Biblical worldview. It gives students the opportunity to graduate with a recognised certificate which gives them access to further education and the workplace, as a result of its comparability to other qualifications. It aims to develop generations of young Christian leaders equipped to aspire and achieve with Biblical faith and Christian character.

ICCE Mission

The ICCE exists to provide a level of certification that recognizes and encourages a high standard of academic achievement, as well as Biblically grounded Christian character formation for students studying the ACE curriculum around the world.

When a student reaches PACE 1085 they are able to be registered to ICCE.
For further information about the seven certificates refer to the TEACH ICCE Handbook

PROCEDURES & ROUTINES

SETTING UP

Some Suggestions

Try using the corner of a family room or a spare bedroom. Some families use the dining room or kitchen table. You will need to provide a noticeboard, preferably in front of the child, where each child's Goal Card and Star Chart can be displayed. If you have more than one child, it is important that each one should have their own workspace.

Scoring Area

You will need to provide separate areas where your children can score their PACEs and sit their PACE tests in view of their parents. This must be separate from the workplace. The scoring area should be free of clutter and pencils should not be allowed! The only writing implement at a scoring station should be a red pen.

Filing Cabinet

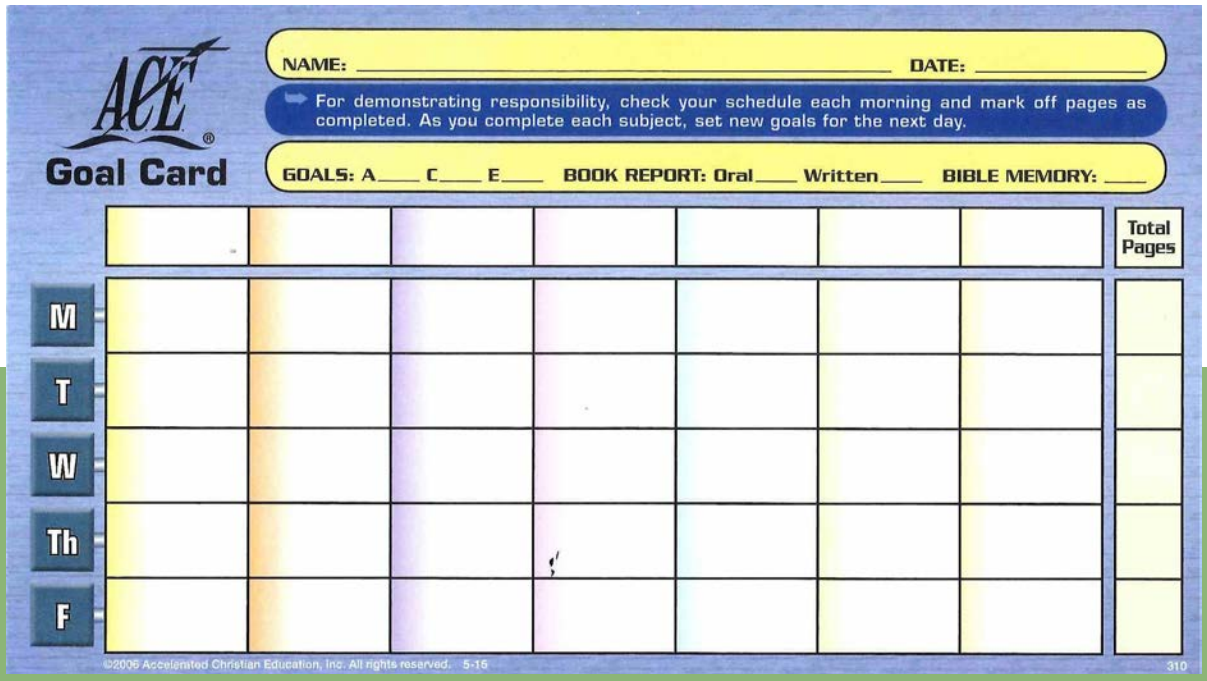
If you can get a cabinet that has a lock and key this will be useful in keeping future PACEs, and Score Keys, and PACE Tests secure.

Select a room in which your child can work with minimal distractions but close enough for you to see when assistance is needed. Whatever place you choose, make sure that it is well lit.

RECORD KEEPING

Goal Cards*

In this the child enters in **blue** ink the exact page numbers (goals) of the PACE to be completed the following day in each subject. When the goals are completed the next day they are crossed out using a ruler and blue ink.



This card should be pinned up in the child's office and be clearly visible to both child and parent. Each card is double-sided, one week on each side. Neatness is important. They come in two formats – Primary (with larger writing areas) for children from ABCs to PACE 1048, and Senior for those on or above PACE 1049.

*See page 38 for Goal Card walkthrough

Student Progress Chart

Sometimes called the 'Star Chart', this is a motivational tool on which the child places coloured stars in the appropriate space on the chart to indicate successful completion of a PACE. The charts are single-sided and should last a year. They are available in three term or four term format. They should be pinned in a prominent place in the child's work space.

Supervisor's Progress Card

Often referred to as an 'SPC', this document is used to record every PACE Test your child passes, as well as to monitor which PACEs you have in stock, and project the number of PACEs to be completed . You will need one card per child per year, with each child's results entered on their own card.

Parents are the only people to use this card. This is probably the most important administrative form you use – ensure you always keep your copy up to date.

Name _____ School Year _____ Birth Date _____ **SUPERVISOR'S PROGRESS CARD** ACE

MATH	#																	
	%																	
	STK																	
ENGLISH	#																	
	%																	
	STK																	
WORD BUILDING	#																	
	%																	
	STK																	
LITERATURE AND CREATIVE WRITING	#																	
	%																	
	STK																	
SCIENCE	#																	
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SOCIAL STUDIES	#																	
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BIBLE	#																	
	%																	
	STK																	
	#																	
	%																	
	STK																	
BIBLE MEMORY	#																	
	REF	1		2		3		4		5		6		7		8		9

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SPC Key:

Use this space to record the PACE number of any tests you are aiming to complete.

Use this space to record the test score

Whenever you receive new PACEs, use this space to write the PACE numbers you have in stock so it wil be easier to know when it is time to get more.

Note: There are online and Excel versions of the SPC for anyone who prefers to record electronically.

TIME TABLE

Daily Planning

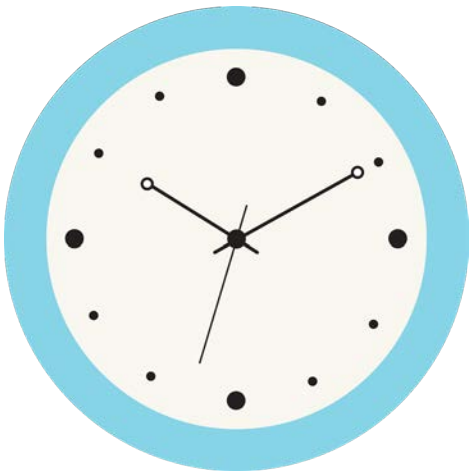
Due to the high level of concentration required, the Academy recommends that work on PACEs be completed in the morning when the child is fresh. (One of the encouraging features for children of the ACE programme is that once their goals for the day are completed, they may be allowed to have recreational time).

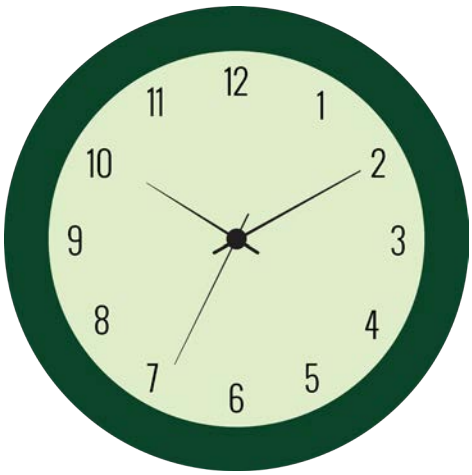
Suggested Daily Programme

It is recommended that a child should work for no longer than one hour before having a ten-minute break. After a further fourty minutes or so of work, a longer break of half an hour is appropriate, perhaps with light refreshments or a 'fruit break'. A further hour of work should complete the core curriculum work for that day.

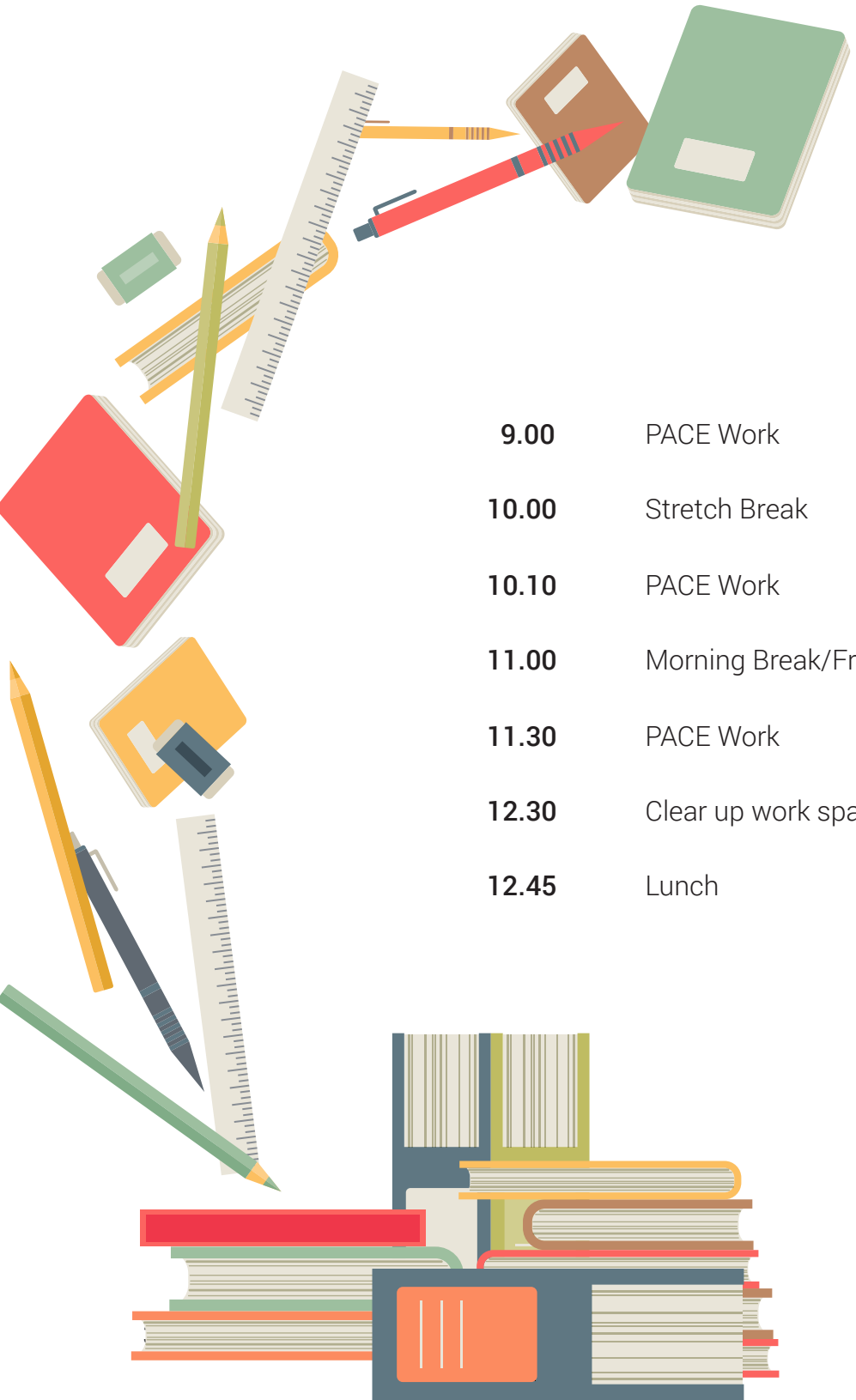
The afternoon programme for those children below PACE 1096 can include all sorts of activities, including field-trips, swimming, walking, art and craft, hobbies, cooking, gardening, project work, pet care, library visit and many others but do remember to make plans and follow the routine you have set down.

Seniors working beyond PACEs 1096 and including Options (Electives) in their programme, will need some additional afternoon time.





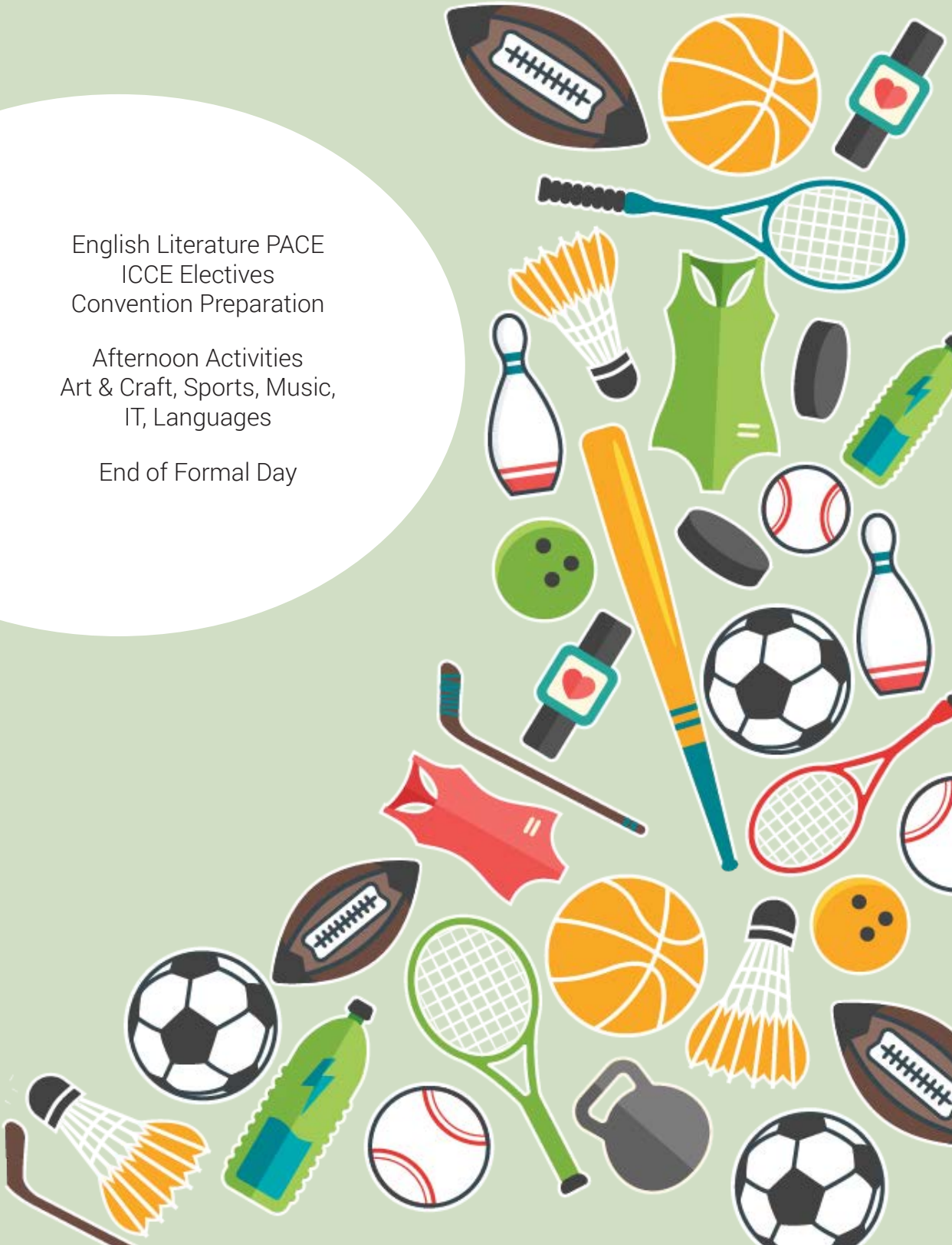
MORNING PROGRAMME



9.00	PACE Work
10.00	Stretch Break
10.10	PACE Work
11.00	Morning Break/Fruit Break
11.30	PACE Work
12.30	Clear up work space
12.45	Lunch

AFTERNOON PROGRAMME

13.45	English Literature PACE ICCE Electives Convention Preparation
14.45	Afternoon Activities Art & Craft, Sports, Music, IT, Languages
15.45	End of Formal Day



THE RIGHT WAY TO START A NEW PACE...

ALWAYS remove the Test from the centre of the new PACE and store in a secure place before handing it to a student.

Write the students' name and the date of issue on the front of the PACE.

Have the student read the whole 'Goals' page of the PACE to you.

Sign the 'Goals' Page and then the student can go ahead and start the PACE.

Breaking the Ink Code

The use of different coloured inks for different activities is a very helpful way of making sure that all the procedures of ACE are being followed to the best advantage of the student and supervisor.

Pencil for working on PACEs. This is not messy, and can be easily erased to enable correction of any wrong answers.

Blue ink for Goal Cards. This is distinctive, and cannot be easily erased. Goals, once set, need to be achieved and not altered after the event to suit the work actually done!

Red ink for marking. The unique use of red ink for marking by the child makes it distinctive and permanent, and, at the end of the PACE, you can see where mistakes have been made (where the child may have had problems that you need to check have been solved). You can also check that corrections are correct and that there are no scoring violations.

Green ink for the parent. The unique use of green ink enables all parental input and marking to be easily identified. This must be used for marking PACE tests.

WALK THROUGH
SETTING GOALS

Teaching children how to set achievable goals and completing them is an essential part of the ACE programme. These are the number of pages the student expects to be able to complete in the period of time set aside for PACE work. Younger children will need help initially until they master this skill, but older children should be able to do it themselves.

ACE Goal Card

NAME: John Smith DATE: 29th May

For demonstrating responsibility, check your schedule each morning and mark off pages as completed. As you complete each subject, set new goals for the next day.

GOALS: A____ C____ E____ BOOK REPORT: Oral____ Written____ BIBLE MEMORY: ____

	Maths	English	Social Studies	Science	Word Building	Literature	Bible	Total Pages
M	1-4	1-4	1-4	1-4	1-~~3~~ 4	1-4	1-4	28
T								

This is an example of how a goal card should be filled in. It is advised that a student completes 3-5 pages in each subject per day. A goal card should be filled in by the student neatly in **blue** ink, and corrected if necessary, by a supervisor in **green** ink.

ACE Goal Card

NAME: John Smith DATE: 29th May

For demonstrating responsibility, check your schedule each morning and mark off pages as completed. As you complete each subject, set new goals for the next day.

GOALS: A____ C____ E____ BOOK REPORT: Oral____ Written____ BIBLE MEMORY: ____

	Maths	English	Social Studies	Science	Word Building	Literature	Bible	Total Pages
M	~~1-4~~	1-4	1-4	1-4	1-~~3~~ 4	1-4	1-4	28
T	5-8							

Upon completion, the goals are crossed out and the student sets more for the next day.

WALK THROUGH SCORING

When a score strip is reached, the student goes through the following process:

1. At the scoring table the student checks their answers in the PACE against the Score Key (answer booklet).

2. The INCORRECT answers are marked with a **red X** in the margin beside the actual question number.

3. A **red X** is then placed in the first (left hand) box of the score strip.

4. The student returns to their study area to correct any wrong answers.

5. Having corrected the wrong answers, the student then writes a **pencil X** in the middle box of the scoring strip and returns to the scoring table.

6. The student then re-scores against the score key and circles the **red X** by the previously wrong answers when it is seen to be correct. This procedure is repeated until all answers are correct.

7. A **red X** is placed in the last (right hand) box on the scoring strip. This signifies that all the answers to that point should be correct. The page number may then be circled to indicate that that page has been scored.

TESTING IN PACES

Checkups

A Checkup is a concise test on the section of the PACE the child has just worked, which demonstrates that the PACE work to this point has been understood. There are usually three in each PACE. A Checkup is a tool for showing whether a student is learning and ensures that scoring to that point has been accurate.

Tip: *Verbally check student's understanding by rephrasing questions before signing.*

Self Tests

At the end of each PACE is a Self Test which helps a student measure their own understanding of the whole PACE. The student should be reminded at regular intervals that a Self Test is not an 'open book' test - reference back to the PACE material should be avoided for their sake.

A score of 90% or above indicates that the student is ready for the PACE Test. A score below 90% indicateds that the PACE needs to be studied again, especially areas with **red "X"s**. Look back through the Checkups to find earlier indications of the problem and ensure that the difficulties are resolved.

The student hands in their PACE to you when ready for the PACE Test and recites the Scripture verse. They are then issued the PACE test the following day.

Note: *Self Tests should NOT be set for FRIDAYS or last day of a term, i.e. Self test only on Monday to Thursday. PACE Tests should always be completed the day after the Self Test, i.e. PACE test only on Tuesday to Friday.*

Tests

The PACE Test is taken the morning following the Self Test in a designated testing area under parental supervision.

The Tests should be given out first thing in the morning with encouragement and a prayer, but no further quizzing or review, so that breaks do not interfere with them. However, check the length as some Maths Tests are of considerable length and need careful administrative planning.

Children do not sit the test in their offices or workspaces, but in a separate testing area; a certain sense of occasion is quite important for them to do their best.

The pass mark is 90% until a student reaches PACE 1036. Then the pass mark is 80% in all subjects except Word Building, which remains at 90%.

Note: *Tests must be marked by the parent, NOT the student. The test key is found in the centre of each new score key and must be removed and kept in a secure location.*

REWARDS SYSTEMS

Congratulations

When a test is complete it is good to congratulate a student for their achievement. A Congratulations Slip is a type of certificate you can award to a student each day after a test is taken. This honours the achievements that have been made. Congratulation Slips can be given out during the morning devotions, along with the star for the student progress chart, and are a great tool of encouragement.

Privilege

This can be earned when a student meets certain pre-determined criteria. For example, if a day's goals are completed before lunch every day in a week, they can have free choice of what they do Friday afternoon, or go to score their PACEs without permission. Privilege gives the student an incentive to work hard and do their best.

FIELD TRIPS

Field trips are an exciting and important part of home education. They may be formal including the use of questionnaire sheets and follow-up reports, or they may be quite informal rather like a family day out. Whatever approach you take, such trips are of considerable value, making the learning programme more meaningful.

Here are a few suggestions for places to visit:

Museums & Galleries
Zoological Garden or Aquarium
Stately Homes
The Seaside
The Capital City

Local Fire or Police Station
An Orchestral Concert
Local Dairy Farm
Recycling Centre
Airport

For a TEACH member there are plenty of opportunities to come together with other ACE families to learn, get to know new people, and enhance the home-educating experience.

Events & Training

TEACH CAMP

The TEACH Summer Camp is a week of encouragement, fellowship and fun as home-educating families from all over the UK and Europe come to attend. Whether you are interested in children's programme, information workshops, or just a time to relax and fellowship with your family, there is something for everybody.

Over the years TEACH Camp attendees have come to appreciate this opportunity to be together with a community of other home educators in an environment that encourages and promotes the choice of Christian home education. Children are able make friends and memories that last a lifetime, and parents have a time of refreshment and refuelling through the various information sessions and time spent with other likeminded individuals.

EUROPEAN STUDENT CONVENTION

European Student Convention (ESC) is an annual event that every ACE student from the age of 10 can partake in. This time provides a fantastic opportunity for students to exercise their skills and talents, through practice and friendly competition.

ESC often becomes the highlight of a student's year as they prepare for their events and look forward to making friends and spending time with other ACE peers.

Students compete against each other in the following categories:

Art and Photography

Drama and Music

Sports and Athletics

Academics and Bible Memory

ESC exists to highlight to each student the value of their abilities, give them vision for how they can go even further, and expose them to new prospects that they can be part of.

Each of the evening rallies at ESC serve to reward the students for their achievements and also encourage them in their faith. The rallies are a time of celebration and inspiration through the ceremony, the worship, and the teaching.

ESC is an event that promotes excellence and will motivate a student to aim high in their work. It is a great tool in developing talents, and at the same time, being together with other ACE students creates an atmosphere of belonging that is hard to find anywhere else.

CHRISTIAN EDUCATORS' CONFERENCE

The **Christian Educators' Conference** (CEC) is a time for teachers and home-educating parents to be encouraged, equipped and enriched.

At this event, experienced speakers give talks and workshops on how to raise the standards in schools and home schools and remind attendees of the importance of the call as a Christian educator.

TRAINING COURSES

Preparation is key to home-educating. The training provided functions to inform a parent about the ACE curriculum, it's procedures, and what can be done to ensure a fully operational system of home educating.

TEACH Parent Training

Before starting children on the ACE curriculum, parents are required to complete the TEACH parent training. This provides all the information needed to start home-educating with ACE!

Professional Training Course

This 5-day course is designed to provide delegates with course work content in PACE format that builds a rich understanding of the philosophy and procedures involved in the ACE programme.

This is a simulation exercise that teaches the benefits of individualised learning alongside like-minded educators.

HELP IS AT HAND

TEACH offers a range of support options that are dedicated to making sure that TEACH families can be prepared for the home-educating journey.

CONNECTING WITH TEACH

Different people connect in different ways. This is why at TEACH we have provided a variety of ways you can connect with us according to your preferences or needs.

Email us at teach@christian.education

Check out our website teachathome.education

Send us a message through the TEACH Facebook page

Call the office directly on +44 (0) 1793 783 783

SOCIAL MEDIA & UPDATES

We have profiles on Instagram and Facebook.
You can keep up to date with news and events by following these pages.

Instagram

CEE: christianeducationeu
ICCE: icce.education

Facebook

TEACH: The European Academy for Christian Homeschooling
CEE: christianeducationeu
ICCE: icce.ed

Email Updates

To get regular email updates about Christian Education filled with news, updates, tips, and encouragement go to our website to subscribe:

teachathome.education

ONLINE SHOP

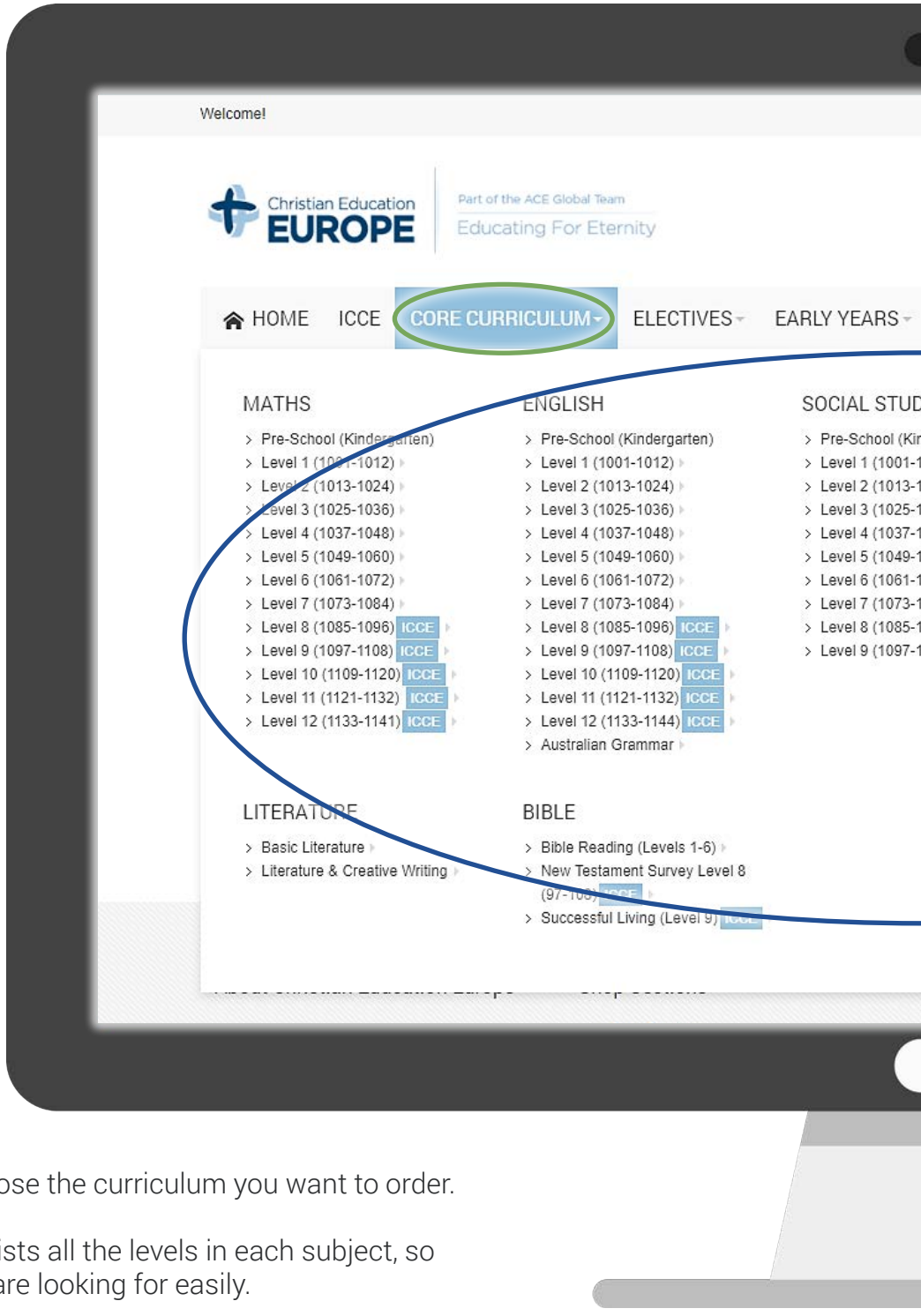
Remember:

Always log into your shop account before you start adding items to your cart.

ICCE

Go to the ICCE shop to register for certificates.

shop.icce.education

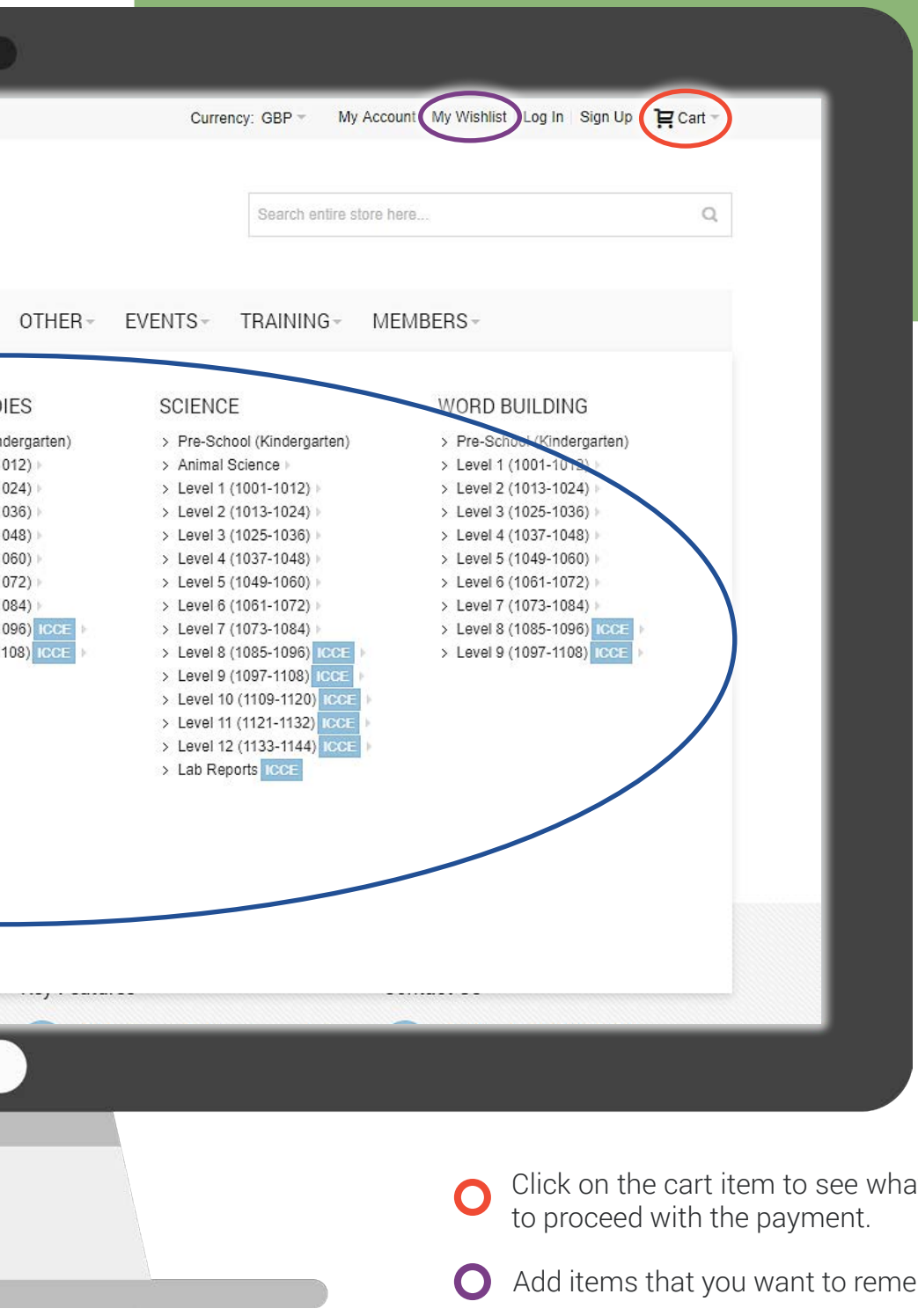


Click on this tab to choose the curriculum you want to order.

This drop down menu lists all the levels in each subject, so you can find what you are looking for easily.

The TEACH Hub

The shop is also the place to go for all TEACH & ICCE related downloads such as manuals, forms, and guides. To get to the TEACH Hub simply log in to your account and look for 'The TEACH Hub' in the left hand menu on your account page.



- Click on the cart item to see what you have already added and to proceed with the payment.
- Add items that you want to remember for later to your wishlist.

TEACH GROUPS

Within the home-educator's community there are active groups that are organised throughout the year in order to bring TEACH families together to fellowship and socialise.

These groups can sometimes have a formal structure, where children will work together on PACEs and discuss higher education options. Other groups provide an opportunity for children to do a fun activity, or go on a field trip together.

The TEACH Members Facebook page is also a great forum to connect with other families and find out more about active home-educator's groups in your area.

CONCLUSION

We hope you've found this handbook helpful, and will continue to do so throughout your home-educating journey.

TEACH is passionate about helping families give their children a Bible-based, Christ-centred education at home. If you have any questions about any of the topics we've covered, please do ask, we're only a phone call or an email away!

The Gospels tell us that parents brought their children to Jesus and He blessed them, saying "Let the little children come to Me, and do not forbid them; for of such is the kingdom of God." May God bless you and your children, as you teach the Word to them, and bring them to Jesus. Every. Single. Day.

NOTES

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Christian Education
TEACH