Welcome to this special edition of *Australian Educational Computing*. With the imminent release of the National Statement of Technology Education for Australian Schools it is timely to provide a snapshot of state/territory policy and curricula in Information Technology. The first article in this issue gives an overview and then examines how the National Statement treats Information Technology. The most important message coming from this article is that it is essential that education systems and teachers do not resist change, but embrace it to build a better future for students and the nation. The following articles then give a state by state résumé of the current situation, with particular emphasis on system wide curriculum policy. I hope that you find it informative and interesting reading.

In relation to the National Statement there has been slow progress since the last time I reported to you. The publication of the document has been postponed due to concerns from several states over some of what is contained in it. The publication date is now likely to be soon after the next meeting of the Australian Education Council (the Council of Ministers for Education), subject to their endorsement. The Council next meets in April this year. I would hope that you will receive your copy of the Statement as a CEG member around the middle of the year.

In the latter part of 1991, as representative of the ACCE I have been meeting with representatives of the four other associations (Design in Education Council of Australia, Australian Society for Education through Technology, Home Economics Association of Australia and the Council of Australian Media Organisations) to prepare a submission for the implementation of the Statement. This process is almost complete with the submission going to DEET in early March. The proposal outlines a three year project beginning in July 1992.

To facilitate this process and to provide a management structure for the implementation of the Statement ACCE has joined with the other four professional associations to form the *Technology Education Federation of Australia* (TEFA). As such TEFA is the charter of managing and implementing the National Statement with the funds provided by DEET. By the next issue of the journal I should be in a position to provide details of the implementation strategies for the Statement and the role that Computer Education Groups can play.

Although the Statement has still not been published there has been some action in raising levels of awareness of the philosophies embodied in it through conference sessions, meetings and articles in journals. Also, in every state, the local affiliates of the five national associations are meeting together to discuss the Statement (in draft form) and possible joint ventures for its implementation.

Following closely behind the Statement is the process of Profiling. Profiling is a process for providing a framework for assessing students. A system of profiling will be developed for each of the eight national curriculum areas. Tasmania has been invited to host the development of the Technology Education profiles with the likely completion date to be the end of 1992. Profiling attempts to describe the 'typical' student (in terms of skills, knowledge and attitudes) at various stages of her/his progression through the education system. The effects and impact of the profiles are unclear, as are their form and how they are to be used. However, they are likely to have a significant impact on education across Australia.

**Meeting of Peak Associations**

ACCE, along with other national professional associations, was invited to attend a meeting convened by the Australian Curriculum Studies Association. ACCE is being represented by Anne McDougall who has attended two meetings to date. At the first meeting it was resolved that and that the National Education Forum (NEF) be established with the aim that the member organisations should come together to:

- enhance the capacity of national organisations, individually and collectively to respond to national policy, issues, initiatives and directions;
- construct joint statements of policy, issues and principles in education from time to time.

The NEF is to meet three to four times a year and the ACCE Board resolved at its last meeting that it will continue to participate. I will keep you informed about any activity.

**Annual General Meeting**

The Board of ACCE will hold its AGM on the weekend of March 21, 22 in Melbourne. A range of issues will be discussed. This is an opportunity, through your ACCE representative, to have input into ACCE policy and practice.

Finally I would remind you of the upcoming 10th Australian Computers in Education Conference being held in Melbourne from July 5 to 8. Registrations brochures will be appearing soon. I urge you to take the opportunity to hear about the latest developments in computers in education and to share you ideas and experiences with other delegates.

*Ian Webb*

*President*