Many States are introducing teacher information technology competency statements describing the computer skills that teachers should possess. These increase the pressure that educators are under to make use of computers in their teaching and while obtaining computer skill is straightforward, the application of those skills to education is not. It is in this context that educational research involving the use of computers becomes increasingly relevant and timely. This issue of AEC reflects the diverse range of such research.

In 1998 the Australian Council for Computers in Education (ACCE) undertook a project to develop a statement about teacher information technology competencies. Preliminary work of gathering information on current developments within Australia and beyond was undertaken and then used to shape a discussion forum hosted by ACCE at the ACEC98 conference in Adelaide. ACCE reported on this forum in Australian Educational Computing Volume 13, Number 2. The project has the outcome of ACCE position paper. A draft of the paper, has been published in draft form on the ACCE web site at www.acce.edu.au.

There will be wide consultation and discussion during the latter half of 1999 that will shape and inform the ACCE position paper. The ratified position paper will be published in the next issue of AEC.

The theme of computer studies will be held over until next year.