The Australian Computer Society, through its Community Affairs Board’s National Committee for Educational Computing, has been involved with the ACCE’s work on Teacher Learning Technology Competencies from the outset of the project. It has provided funding for a substantial part of the work of developing the document. The project was reported in some detail in the November 1999 issue of the ACS publication Information Age, and the ACS representative on the ACCE Board, Anne McDougall has followed the project in detail through its several stages.

The ACS has been involved with education and educational issues for many years. In an ACS Position Paper on education published in 1983, Ashley Goldsworthy wrote:

ACS’s attitude is that a technologically literate society is essential if the full potential of computers and their applications is to be realised in a manner which provides the maximum benefit to that society. To achieve this state of affairs, ACS actively promotes events in the various sections of the community which will assist people to improve their understanding of this vast and rapidly expanding area. As a matter of policy ACS co-operates with groups and organisations, whose objects are in tune with those of ACS, in ventures designed to improve the knowledge and understanding of any aspect of computer technology.

(ACS Position Paper #6, 1983, p.1)

The fore-runner of the ACCE, the National Committee for Computers in Education, was first established as a result of initiatives of ACS members, in particular Dr Ian Pirie, Professor Arthur Sale and Sandra Wills. The idea was proposed at an informal meeting with members of state and territory Computer Education Groups at the 9th ACS Australian Computer Conference in Hobart in 1982. The first NCCE Computer Education conference was held in 1983, and in 1985 the National Committee became the Australian Council for Computers in Education, a formally constituted body running conferences, and publishing the journal Australian Educational Computing.

Subsequent work of the ACCE has included a variety of additional projects, and a number of these have received direct support from the ACS. These have included visits by international keynote speakers on educational computing topics, and encouragement for Australian presenters at the most recent World Conference on Computers in Education. The development of the Teacher Learning Technology Competencies document is the most recent of these ACS-supported projects.

Opportunities for ACS members to review and comment on a draft version of the Teacher Learning Technology Competencies document were provided by making it available on a web-site. The document was formally endorsed at the ACS National Council meeting in Sydney in mid-October, 1999.

The ACS congratulates the ACCE team that carried out the work for this substantial project. The document is thoughtfully and well prepared, incorporating input from many individuals and groups among stakeholders. It should make a substantial contribution to informing the ongoing discussion and continuing debate about issues related to the Teacher Learning Technology Competencies movement.