In this issue of Australian Education Computing, I will take an opportunity to report briefly on some activities of the Australian Council for Computers in Education and alert you to ongoing projects that effect our readers. It is important to realise when reflecting on the achievements of ACCE that the state and territory computer education groups and the ACS as members comprise ACCE. Educators are members of their state and territory organisations. Thus the Board of ACCE as representatives of their member groups are the volunteer workers for ACCE. It is remarkable how much this team of volunteers achieves.

In 2000, ACCE had some minor administrative work to tidy two projects which were largely completed at the end of 1999. The National Communities Project (NATCOM) was a DETYA-funded project which resulted in 11 models for online activity and a strategy to effectively manage telecommunications projects’ design and implementation. This project aimed at providing advice for subject area professional associations, educational systems and major telecommunications curriculum projects managers. The models have begun to be used in Australia. They are available at http://www.pa.ash.org.au/natcom/natcom3. The Review of the Framework for Open Learning Project reviewed the effectiveness of Commonwealth-funded projects in achieving contractual outcomes. The project also involved providing policy advice to DETYA. The reports and papers of this project are available at http://www.pa.ash.org.au/acce/folp. These projects were conducted with a range of partners including the Australian Curriculum Studies Foundation and the Technology Education Federation of Australia.

The 2000 year also involved the successful partnership with ACSA, TEFA and the University of Western Sydney, to tender and begin a three year project called Models of Teacher Professional Development for the Integration of Information and Communications Technology into Classroom Practice. In the first phase, the project involves investigating systemic models rather than school-level models, researching if there are effective measurement practices for such initiatives. In the second phase, a model for supporting those of us involved in broad scale and smaller scale professional development will be developed and implemented. We expect to include reports from this project in future editions of AEC.

ACCE has also been involved in considerable leadership in development of websites that assist organisations and their stakeholders to conduct their business effectively. ACCE has continued to develop its own web site as a model and has through its web site provided web-based services for members organisations. Further, I have been involved in volunteer consultancy to the International Society for Technology in Education (ISTE) to improve their capacity to support members and member services. Check out the ACCE web site for ideas (http://www.acce.edu.au). ACCE recently shared its ideas with professional associations in the Northern Territory. If CEGs or other groups would like some advice and ideas, please mail me personally (shellyw@gl.com.au).

On a personal level I have been appointed to the Board of ISTE as an international representative. This provides me with considerable opportunity to promote Australian initiatives and to remind the US Based ISTE of its international obligations.

ACCE hosted one of its Board meetings in Darwin this year. Members of the Board conducted professional development and participated in school visits in Alice Springs and Darwin before meeting with members of ITEANT and conducting normal Board business. The ideas, activities and achievements we saw in the Northern Territory were impressive and will be reported in AEC soon. We can expect to hear a great deal about IT and learning technology initiatives from the folks in the NT in 2001 and ACCE wished them every success while supporting them completely.

ACCE has begun the development of a special issue of Australian Education Computing about computer studies and professional development of computer studies teachers. To complement this new project, ACCE will continue to pursue collaboration with the ACS about recognising IT teachers and network managers in schools as IT professionals. Some folks have been asking about our progress and we need to reply that we will not give up this issue and expect that ACS will soon be able to understand our position.

ACCE was able to successfully complete its usual business for the year and further implemented a new professional associate structure for members of computer education groups. This has been reported extensively in state and national journals and online communities. Briefly ACCE has implemented a three-tiered associate, professional associate and fellow structure. All personal members of CEGs are automatically awarded Associate of ACCE status. This replaces the old MACCE structure. Now personal members who contribute to the association may also apply online for Professional Associate status. This is only available to personal members of CEGs and not teachers of institutional members. Teacher professionalism is a personal statement. Check out the ACCE website and apply online today (http://www.acce.edu.au).

In closing I wish to wish all members and educators a happy and joyful Christmas and holiday season. We look forward to working with you again in 2001.

Regards,
Michelle Williams
President ACCE
Professional Affiliate of ACCE