Hi everyone,

In this issue of Australian Educational Computing, I want to bring you up to date on the ACCE Projects which are in progress and have been initiated since the last journal. ACCE is well established now as a project manager and strategic planner of national projects for DETYA and has become a strong national voice for issues about learning technology, professional development and national standards for teachers and students on use of Information and Communications Technology in schools. ACCE has also initiated a new project around the issues to do with IT or Computing Studies in secondary schools.

The National Information Exchange Project on Quality Teaching is the largest project so far. This three year project is a joint project between ACCE, National Curriculum Services and the Australian Curriculum Studies Foundation. This project involves collation of information across the myriad of projects in "Teachers for the 21st Century", but mostly involves synthesizing the outcomes and stories of good professional development practice from the Quality Teachers Component. QTP projects in each state have to address the priority areas of Literacy, Numeracy, Information and Communications Technology, Vocational Education, Mathematics, Science, Remote and rural students and Indigenous Education. ACCE is involved in project management and in building smart online tools to support project officers and teachers in QTP projects. The URL for the site is qualityteaching.detya.gov.au

The ICT Competency Standards for Teachers' Project is a short but intense project to collate information and address issues about developing a national set of standards for teachers using ICT. This is a joint project with the University of Western Sydney and the Australian Curriculum Studies Association. ACCE Fellow Ian Webb, is working on the research for the project collating national and international research on standards in ICT. Key issues in the project include;

• whether a national set of standards should be developed or whether a framework for various systemic standards should be developed

• whether ICT Competencies should be embedded in definitions of what is a good teacher, the specific subject standards being developed in some key learning areas or whether they should stand alone

• whether teacher competence is linked to student competence.

This project naturally is required to address the issues about student standards and testing of student standards. These issues will be debated at a National Summit in December.

The Models for Professional development for the Integration of ICTs into Classroom Practice Project has completed its initial report which is at DETYA waiting for release. This extensive report analyses professional development into educational use of ICT across Australia and internationally and suggests that systemic models for professional development, whole school models and individual's professional development may be different in nature and have different goals. It suggests a hybrid mix of strategies within a life long model of professional development is core to all three levels of goals. It strongly suggests that what professional development is about is perhaps more crucial to teachers' adoption of ICT in education than how a program is delivered or how knowledge and skills are gained. The report looks at knowledge work as a construct from which to base content of professional development programs and suggests that this too may help curriculum authorities redefine the curriculum itself. This reports clearly identifies that notions of "integration of ICT in curriculum" is not deep or far enough in describing what it is we want teachers to do with technology and what
Commonwealth initiatives about professional development in use of ICT by teachers followed the release of an ACCE Position Paper on Teacher Learning Technology Competencies. There is no doubt that ACCE was able to initiate debate and development of powerful ideas which are now resulting in quality professional development and much smarter debate about the use of ICT in education. It is important ACCE begins debate and so is now developing a new position paper on Computer Studies in schools.

The first issue of the year for Australian Educational Computing defined the state of play across the nation and critiqued commonwealth and state initiatives which have so far omitted the studies of IT in schools from discussions about building Australia’s IT future. At the November meeting of the Board, the first draft of key ideas will be developed and circulated in the IT, IT education and CEG communities. This data will be presented to the national conference in Hobart next year, with a view to developing final positions, so a paper can be developed and presented to DETYA and others.

As the year draws to a close, I would like to invite you to ACEC 2002, the national conference to be held in Hobart, Tasmania on July 5-6 2002. This conference is being hosted by TASITE on behalf of ACCE. The web site for the conference is http://acce2000.tasite.edu.au with links from your CEG’s web site too. This national event is a time to come up to speed with the national framework which surrounds your school and your practice, a chance to hear about excellent ideas and new initiatives from every state and a chance for you to share your thinking and new work since the last conference in Melbourne. Please join TASITE in Hobart on July 5-6 2002.

I do hope you have valued your CEG’s efforts in 2001. Volunteers run these organisations and do all the work. In this Year of the Volunteer we need to say thanks to this year’s conference and management teams and those in the long ACCE history. Thanks also to you, who volunteer to be part of this professional community through online forums, contributions to journals and newsletters, and by speaking at conferences and professional development events. Thank you also for choosing to be an ACCE Professional Associate and for wearing your professional signature proudly. We look forward to many more people being rewarded for their active contributions in 2002.

Merry Christmas and Happy New Year.
Michelle Williams.
Professional Associate of ACCE 2001