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SOCIETY

**ICT Education - An ACS perspective  
or The Challenge for the Future**

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# About the A C S

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- ◆ National society
- ◆ Formed in 1967
- ◆ 8 branches throughout Australia
- ◆ Chapters in several large urban areas
- ◆ Special Interest Groups in several States
- ◆ Recognised as the Society for ICT professionals

# ICT Education: The Critical Issues I

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- ◆ Governments
  - ◆ Federal
  - ◆ State
- ◆ Issues facing all
  - ◆ Clear understanding of global development
  - ◆ Lack of information gathering and sharing
  - ◆ Lack of coordination of programs/policies
  - ◆ Lack of standardised curricula
  - ◆ Need for rapid implementation



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# ICT Education: The Critical Issues II

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- ◆ Schools
  - ◆ The Key Learning Area
  - ◆ Curriculum
    - ◆ Relevant
    - ◆ Future focussed
  - ◆ Teachers - Both ICT and other disciplines
  - ◆ Hardware/Software Infrastructure

# ICT Education: The Critical Issues III

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- ◆ Industry
  - ◆ Dynamic and fast-moving
  - ◆ Lack of focus and attention
  - ◆ Lack of understanding of education system
  - ◆ Work Experience
  - ◆ Mentoring required

# ICT Education: The Critical Issues IV

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- ◆ Student
  - ◆ Limited understanding of the profession
  - ◆ Focus on skills rather than knowledge
  - ◆ Poor perception of practitioners (inc teachers)
  - ◆ Lack of career guidance
  - ◆ Negative influence of the media

# The Way Forward

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- ◆ Vision & Leadership
  - ◆ ICT Education policy
  - ◆ A cooperative implementation strategy
- ◆ Empowering Schools
  - ◆ Better infrastructure resourcing
  - ◆ Better support staffing
  - ◆ Better curriculum development

# The Way Forward

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- ◆ Involving Industry

  - Facilitating better understanding of education system

  - ◆ Recognising contributions by educators

  - ◆ Provision of industry expertise in the classroom

  - ◆ Industry advice to careers teachers

- ◆ Attracting students

  - ◆ Improve perception of career opportunities

  - ◆ Improve career resource materials/counselling

  - ◆ Identify and promote relevant role models

# The Way Forward

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- ◆ Involving the Community
  - ◆ Recognising professionalism in teachers
  - ◆ Recognising the need for professionalism in all spheres
  - ◆ Recognising that industries have cyclical modes

# The ACS Position

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- ◆ Industry to give greater support to innovation and Research and Development
- ◆ This will enhance ICT related job creation and skills development
- ◆ Governments to increase funding for ICT education
- ◆ Re-skilling and re-training for industry professionals to teaching careers
- ◆ Industry to give greater emphasis to the importance of professionalism

# The ACS Position

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- ◆ Schools to work together and build synergies and share resources
- ◆ Schools to look into more opportunities for student work experience
- ◆ Promote careers for girls in ICT

# ACS Roles and Activities

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## ◆ General

- ◆ Work with government departments to bring them and related parties together
- ◆ Fund a study re: international benchmarking of ICT Education

## ◆ Schools

- ◆ Dialogue with teaching staff
- ◆ Facilitate joint education-industry initiatives
- ◆ Develop infrastructure profiles

# ACS Roles and Activities

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- ◆ Work with like bodies
  - ◆ ACEC
    - ◆ continuing support
      - development “standard” for ICT curriculum
      - competency based Prof. Development for ICT Educator
      - continuing Prof. Development re: ICT for non-ICT Educator
  - ◆ AVCC

# ACS Roles and Activities

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- ◆ Others
  - ◆ ACS Foundation
  - ◆ ICDL
  - ◆ Certification of Members
  - ◆ Accreditation of courses
  - ◆ Media liaison
  - ◆ Career advisory programs



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