



# AGTA: Interested and influential

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# Can you be interested and influential?

Exploring the attributes of interest groups and what this means for our context

<http://www.agta.asn.au/files/Geographical%20Education/2014/Geographical%20Education%20Vol%2027,%202014-%20Caldis.pdf>

# Outline of workshop

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- Workshop summary
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- Defining an interest group and their attributes
- Exploring the attributes of interest groups
- Working with interest groups
- Key resources & plenary
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# Introduction

# Workshop summary

- AGTA remained a prominent and valuable interest group in the ACARA led curriculum development process - but this raised questions such as Why?, How?, and To what effect?
- With reference to the literature and a mixed-methods case study involving AGTA Board members, answers to these questions were revealed. From this research, not only is an understanding and appreciation about the role of AGTA as an educational stakeholder obtained, but also an appreciation about the difference individuals and organisations can make as an active participant in a bureaucratic process.

# Aims



## Three from me

- Reflective, honest and constructive discussion
- Promote thought about the value and influence of interest groups
- Apply this learning to your context

## Three from you

- *Please contribute*

# Defining interest groups –

Who are they? What are their attributes?

## Literature

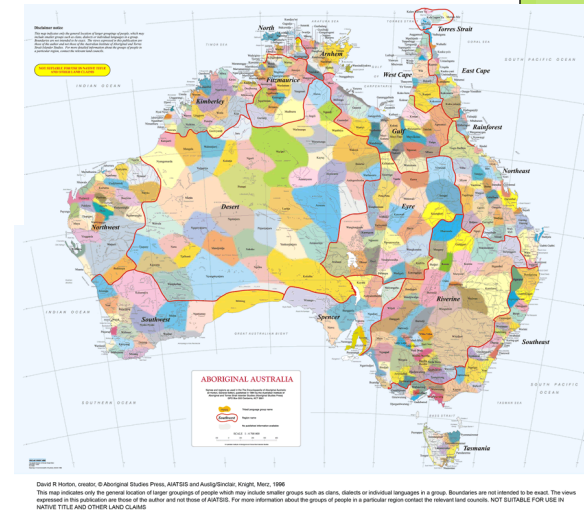
- Freeman (1984)  
Kleeman (2005)
- 3+1
- Managing and responding

## Shared understanding for different contexts

- *As a result of  
discussion*



# Asia Education Foundation





# Around the world???

**United Kingdom**

**South Korea**

# Exploring the attributes –

How do attributes occur?

Can all interest groups be interested **and** influential?

## Literature

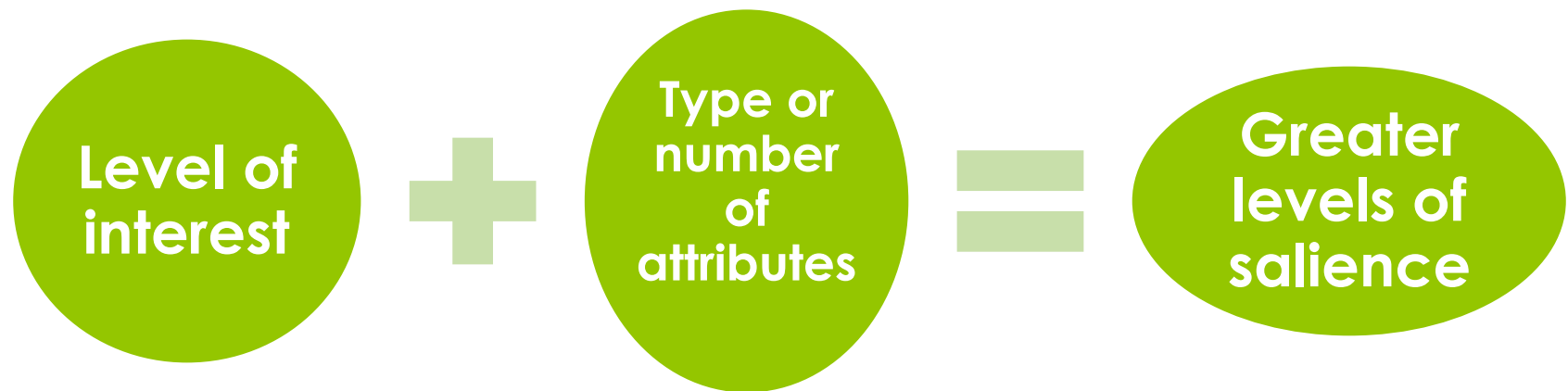
- 3+1 revisited
  - ACARA process
  - Mixed methods
  - AGTA is....

## Shared understanding for different contexts

- *As a result of  
discussion*

Is there a formula?

How might it be applied to your context?



# Working with interest groups –

what do we know? How can we apply this learning?

## Literature

- Australian Curriculum: Geography
- AGTA and affiliates
  
- Student voice
- Student feedback

## Shared understanding for different contexts

- *As a result of discussion*

# Key Resources & Plenary

- Caldis, S. (2014). Interested and Influential: The role of a professional association in developing the Foundation to Year 10 Australian Curriculum: Geography. *Geographical Education* 27, 51-59

<http://www.agta.asn.au/files/Geographical%20Education/2014/Geographical%20Education%20Vol%2027,%202014%20-%20Caldis.pdf>

- Hopkin, J. (2013). Framing the geography national curriculum. *Geography*, 98(2), 60–67.
- Lambert, D., and Hopkin, J. (2014) A possibilist analysis of the geography national curriculum in England. *International Research in Geographical and Environmental Education* 23(1) 64-78
- Lee, J., and Butt, G. (2014). The reform of national geography standards in South Korea – trends, challenges and responses. *International Research in Geographical and Environmental Education* 23(1), 13-24
- Martin, F. (2012). Get involved with curriculum change. *Teaching Geography*, Spring, 32-34

# Evaluation

I really liked....

I would have preferred if....

A take-away for me is....

Something else I would like to mention....



Thank you for your  
interest & participation  
in this session

**Please feel free to tweet about this  
workshop:**

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#AGTANZ2015

#geographyteacher