

## Publications for Debra Hayes

### 2019

Campbell, C., Hayes, D. (2019). *Jean Blackburn: Education, feminism and social justice*. Clayton, VIC: Monash University Publishing.

### 2018

Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R., Groundwater-Smith, S. (2018). *Education, Change and Society: Fourth Edition*. Melbourne: Oxford University Press.

Hayes, D., Comber, B. (2018). Researching pedagogy in high poverty contexts: Implications of non-representational ontology. *International Journal of Research and Method in Education*, 41(4), 387-397. <a href="http://dx.doi.org/10.1080/1743727X.2017.1395409">[More Information]</a>

Lupton, R., Hayes, D. (2018). Think tanks and the pedagogical dispositions and strategies of socially critical researchers: A case study of inequalities in schooling. *Policy Futures in Education*, 16(2), 202-216. <a href="http://dx.doi.org/10.1177/1478210317745968">[More Information]</a>

### 2017

Hayes, D., Hattam, R., Comber, B., Kerkham, L., Lupton, R., Thomson, P. (2017). *Literacy, leading and learning: Beyond pedagogies of poverty*. Abingdon: Routledge. <a href="http://dx.doi.org/10.4324/9781315180014">[More Information]</a>

Hayes, D., Doherty, C. (2017). Valuing epistemic diversity in educational research: An agenda for improving research impact and initial teacher education. *Australian Educational Researcher*, 44(2), 123-139. <a href="http://dx.doi.org/10.1007/s13384-016-0224-5">[More Information]</a>

### 2016

Mills, M., McGregor, G., Baroutsis, A., te Riele, K., Hayes, D. (2016). Alternative education and social justice: considering issues of affective and contributive justice. *Critical Studies in Education*, 57(1), 100-115. <a href="http://dx.doi.org/10.1080/17508487.2016.1087413">[More Information]</a>

Skattebol, J., Hayes, D. (2016). Cracking with affect: Relationality in young people's movements in and out of mainstream schooling. *Critical Studies in Education*, 57(1), 6-20. <a href="http://dx.doi.org/10.1080/17508487.2015.1096803">[More Information]</a>

Baroutsis, A., Mills, M., McGregor, G., te Riele, K., Hayes, D. (2016). Student voice and the community forum: finding ways of 'being heard' at an alternative school for disenfranchised young people. *British Educational Research Journal*, 42(3), 438-453. <a href="http://dx.doi.org/10.1002/berj.3214">[More Information]</a>

Talbot, D., Hayes, D. (2016). Teachers' experiences of re-engaging disenfranchised young people in learning through inquiry-based pedagogies: A phenomenographic study.

*International Journal of Child, Youth and Family Studies*, 7(2), 257-274. <a href="http://dx.doi.org/10.18357/ijcyfs72201615721">[More Information]</a>

Hayes, D. (2016). Teachers' Work in High-Poverty Contexts: Curating Repertoires of Pedagogical Practice. In Jo Lampert, Bruce Burnett (Eds.), *Teacher Education for High Poverty Schools*, (pp. 211-222). Cham: Springer International Publishing. <a href="http://dx.doi.org/10.1007/978-3-319-22059-8\_12">[More Information]</a>

### 2015

Mills, M., McGregor, G., Hayes, D., te Riele, K. (2015). 'Schools are for us': The importance of distribution, recognition and representation to creating socially just schools. In Karen Trimmer, Alison L. Black, Stewart Riddle (Eds.), *Mainstreams, Margins and the Spaces In-between: New possibilities for education research*, (pp. 150-167). Abingdon, Oxon: Routledge. <a href="http://dx.doi.org/10.4324/9781315777818-16">[More Information]</a>

Hayes, D., Skattebol, J. (2015). Education and the Politics of Belonging: Attachments and Actions. In Johanna Wyn, Helen Cahill (Eds.), *Handbook of Children and Youth Studies*, (pp. 517-528). Singapore: Springer Science+Business Media. <a href="http://dx.doi.org/10.1007/978-981-4451-15-4\_66">[More Information]</a>

McGregor, G., Mills, M., te Riele, K., Hayes, D. (2015). Excluded from school: Getting a second chance at a 'meaningful' education. *International Journal of Inclusive Education*, 19(6), 608-625. <a href="http://dx.doi.org/10.1080/13603116.2014.961684">[More Information]</a>

### 2013

Hayes, D., Down, B., Talbot, D., Choules, K. (2013). *Big Picture Education Australia: Experiences of students, parents/carers & Teachers*, (pp. 4 - 59). Sydney, Australia: The University of Sydney.

Hayes, D. (2013). Customization in schooling markets: The relationship between curriculum and pedagogy in a 'pop-up' learning project, and the epistemic opportunities afforded by students' interests and backgrounds. *International Journal on School Disaffection*, 10(2), 3-22.

Connell, R., Welch, A., Vickers, M., Foley, D., Bagnall, N., Hayes, D., Proctor, H., Sriprakash, A., Campbell, C. (2013). *Education, Change and Society: Third Edition*. Melbourne, Australia: Oxford University Press.

Kerkham, L., Hattam, R., Comber, B., Hayes, D., Lucas, B. (2013). *Towards a new narrative of leadership for literacy: Challenges and opportunities. Phase 1 Educational Leadership and Turnaround Literacy Pedagogies Research Project Report*.

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## 2011

Hayes, D. (2011). *Glebe Pathways Project: Evaluation of program design and outcomes October 2009 – April 2011*.

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Hayes, D. (2011). Reconnecting marginalised youth to learning. In Dorothy Bottrell and Susan Goodwin (Eds.), *Schools, Communities and Social Inclusion*, (pp. 242-253). South Yarra: Palgrave Macmillan.

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Hayes, D. (2011). Ways of knowing and teaching: how teachers create valuable learning opportunities (pedagogical capital) by making knowledge the means and not just the ends in classrooms. In J Sefton-Green, P Thomson, K Jones and L Bresler (Eds.), *The Routledge International Handbook of Creative Learning*, (pp. 200-210). Abingdon, UK: Routledge imprint of Taylor & Francis. <a href="http://dx.doi.org/10.4324/9780203817568.ch21">[More Information]</a>

## 2010

Mitchell, J., Hayes, D., Mills, M. (2010). Crossing school and university boundaries to reshape professional learning and research practices. *Professional Development in Education*, 36(3), 491-509. <a href="http://dx.doi.org/10.1080/19415250903126050">[More Information]</a>

Hayes, D. (2010). Young People and School. In Connell R, Campbell C, Vickers M, Welch A, Foley D, Bagnall N, Hayes D (Eds.), *Education, Change and Society 2nd Ed*, (pp. 1-20). South Melbourne: Oxford University Press Australia.

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Hayes, D. (2009). Pedagogies of place and possibility. In Margaret Somerville, Kerith Power, Phoenix de Carteret (Eds.), *Landscapes and Learning: Place Studies for a Global World*, (pp. 101-117). Rotterdam: Sense Publishers.

## 2008

Johnston, K., Hayes, D. (2008). "This is as good as it gets": Classroom lessons and learning in challenging circumstances. *Australian Journal of Language and Literacy*, 31(2), 109-127.

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Hayes, D. (2007). ICT and learning: Lessons from Australian classrooms. *Computers & Education*, 49(2), 385-395. <a href="http://dx.doi.org/10.1016/j.compedu.2005.09.003">[More Information]</a>

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## 2006

Mitchell, J., Hayes, D., Mills, M. (2006). Crossing school and university boundaries as part of professional learning: an Australian case study. *American Education Research Association Annual Meeting AERA 2006*, USA: American Educational Research Association. <a href="http://dx.doi.org/10.1080/19415250903126050">[More Information]</a>

Lingard, B., Mills, M., Hayes, D. (2006). Enabling and aligning assessment for learning: some research and policy lessons from Queensland. *International Studies in Sociology of Education*, 16(2), 83-103. <a href="http://dx.doi.org/10.1080/09620210600849778">[More Information]</a>

Hayes, D. (2006). Making all the flashy stuff actually work: the role of the principal in ICT integration. *Cambridge Journal of Education*, 36(4), 565-578. <a href="http://dx.doi.org/10.1080/03057640601049256">[More Information]</a>

Hayes, D., Chodkiewicz, A. (2006). School-community links: supporting learning in the middle years. *Research Papers in Education*, 21(1), 3-18. <a href="http://dx.doi.org/10.1080/02671520500445409">[More Information]</a>

Hayes, D. (2006). Telling stories: sustaining improvement in schools operating under adverse conditions. *Improving Schools*, 9(3), 203-213. <a href="http://dx.doi.org/10.1177/1365480206069025">[More Information]</a>

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Hayes, D. (2005). Amplifying Learning through Sites of Pedagogical Practice: a possible effect of working with disciplinary technologies in schools operating under adverse conditions. *Journal of In-Service Education*, 31(4), 683-696.

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*And Schooling Making A Difference: Productive Pedagogies, Assessment, And Performance.* Australia: Allen and Unwin.

Hayes, D., Yates, Y., Alexander, S., Blackwell, S., Anderson, S., Harriman, S., Dwyer, J. (2005). *The Effects Project Report: What happens when schools take on technology. Longitudinal case-studies of the form and effects of ICT integration across a range of NSW public schools.*

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through computer-based technologies' actually look like? *Australian Association for Research in Education Annual Conference: AARE 2002*, Australia: Australian Association for Research in Education (AARE).