

## Publications for Debra Talbot

### 2016

Talbot, D. (2016). 'To be numerate is to be someone..': Tracing the doings of students labelled 'at risk'. *Australian Educational Researcher*, 43(4), 419-436. <a href="http://dx.doi.org/10.1007/s13384-016-0207-6">[More Information]</a>

Talbot, D. (2016). Evidence for no-one: Standards, accreditation, and transformed teaching work. *Teaching and Teacher Education*, 58, 80-89. <a href="http://dx.doi.org/10.1016/j.tate.2016.05.006">[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>

### 2015

Talbot, D. (2015). Teachers talk about their learning: A Bakhtinian analysis. *Knowledge Cultures*, 3(4), 171-187.

### 2013

Mockler, N., Talbot, D. (2013). *Australian Curriculum, Classroom Approaches: English*. Melbourne: Palgrave Macmillan.

Mockler, N., Talbot, D. (2013). *Australian Curriculum, Classroom Approaches: History*. Melbourne: Palgrave Macmillan.

Talbot, D., Mockler, N. (2013). *Australian Curriculum, Classroom Approaches: Mathematics*. Melbourne: Palgrave Macmillan.

Talbot, D., Mockler, N. (2013). *Australian Curriculum, Classroom Approaches: Science*. Melbourne: Palgrave Macmillan.

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.