

Publications for Debra Talbot

2018

Talbot, D. (2018). Distinguishing spaces of mentoring: Mentoring as praxis. In J. Kriewaldt, A. Ambrosetti, D. Rorrison, & R. Capeness (Eds.), *Educating future teachers: Innovative perspectives in professional experience*, (pp. 91-103). Heidelberg: Springer.

Talbot, D. (2018). The dialogic production of informant specific maps. In J. Reid & L. Russell (Eds.), *Perspectives on and from institutional ethnography*, (pp. 1-28). UK: Emerald Publishing Limited.

2017

Talbot, D., Denny, J., Henderson, S. (2017). 'Trying to decide..what sort of teacher I wanted to be': Mentoring as a dialogic practice. *Teaching Education*, 29(1), 47-60. [More Information]

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. [More Information]

Talbot, D. (2016). Evidence for no-one: Standards, accreditation, and transformed teaching work. *Teaching and Teacher Education*, 58, 80-89. [More Information]

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. [More Information]

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.