

CURRICULUM VITAE

Name: Lily Orland-Barak

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1. PERSONAL DETAILS

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2. HIGHER EDUCATION

A. Undergraduate and Graduate Studies		
Name of Institution and Department	Degree	Year of Approval of Degree
University of Haifa, English Language and Literature.	B.A	1979
University of Haifa	Teaching License: English as a Foreign Language	1980
University of Reading, England.	M.A Applied Linguistics Teaching English as a Foreign Language	1988
University of Haifa, Department of Education, Faculty of Education.	Ph.D.	1997

3. ACADEMIC RANKS AND TENURE IN INSTITUTES OF HIGHER EDUCATION

Dates	Name of Institution and Department	Rank/Position
1988	Oranim School of Education, English Department Academic Teacher Division.	Teacher
1994	University of Haifa, Teaching Department, Faculty of Education.	Teacher
1996	University of Haifa, Department of Teaching and Department of Education, Faculty of Education.	Ph.D. Tutor
2000-2005	University of Haifa, Teaching Department and Education Department, Faculty of Education.	Lecturer
2005-2011	University of Haifa, Teaching Department and Education Department, Faculty of Education.	Senior lecturer with tenure
2011-2017	University of Haifa, Department of Learning and Instructional Sciences, Faculty of Education.	Associate Professor
2017-current	University of Haifa, Department of Learning and Instructional Sciences, Faculty of Education.	Full Professor

4. OFFICES IN UNIVERSITY ACADEMIC ADMINISTRATION

Dates	Name of Institution and Department	Position
1998-1999	University of Haifa, Planning committee for the new teacher training program, Teaching Department, Faculty of Education.	Member
1999-2001	Editor, "Kolot" - Faculty of Education Bulletin, University of Haifa (In Hebrew).	Editor
1999-2000	University of Haifa, Planning committee for the integration of a practicum component, Education Department.	Member
2002-2003	University of Haifa, Faculty of Education Faculty Seminar.	Organizer
2003-	University of Haifa, Faculty of Education Planning committee for the B.A. program.	Member
2003-	University of Haifa, Teaching Department Committee for special cases.	Member
2003-2004	Educational research advisor Clinical academic studies, Department of Nursing, University of Haifa.	Advisor

2004-2007	University of Haifa, Education Department, Teaching Committee.	Member
2004-2007	University of Haifa, Education Department Teaching Committee.	Member
2004-2022	University of Haifa, Department of Learning and Instructional Sciences, Mentoring program.	Head of Program (M.A)
2007-2012	Department of Learning and Instructional Sciences, University of Haifa.	Head of Department
2009-2022	The Board of Trustees, University of Haifa.	Senate representative
2009-2022	Matmedet committee for on-going affairs, University of Haifa.	Member
2012 –2016	Faculty of Education, University of Haifa.	Dean
2016-2022	Graduate Studies Authority, University of Haifa.	Dean

5. SCHOLARLY POSITIONS AND ACTIVITIES OUTSIDE THE UNIVERSITY

Positions at a National Level	Years
English inspector, Haifa region-Ministry of Education and Culture, Israel.	1989
Academic consultant, Intervention project, “Meah Ha’Yeshuvim” –Yokneam, University of Haifa, Israel.	1990-1
Member, The writing committee of the “New National Curriculum for Teaching English as a Foreign Language in Israeli Schools”- Curriculum Division, Ministry of Education, Israel.	1994-1
Member, The National Advisory Committee for the Teaching of English as a Foreign Language in Israel.	1995-1
Member, The research and organizing committee of TDTR - Teachers Develop Teachers’ Research International Conference, Oranim Academic Division, Israel.	1996-1
Research Project Leader, Mentoring the Mentor Induction of Novice Teacher’s Project – Faculty of Education, University of Haifa, Israel.	1999-2
Academic Consultant, Centre for Technology in Education, “Matach”- Open University, Israel.	1999-2
Member, The National Advisory committee for the development of in-service mentoring. Ministry of Education, Israel.	2000

Academic consultant, The Center of Teachers Professional Development PISGA-Kiriat Motzkin, Israel.	2005
Head, The National Advisory Committee for the Teaching of English as a Foreign Language in Israel.	2004-
Member, Malag (Council for Higher Education) committees for the accreditation of M Ed programs in Teacher Education Colleges, Israel.	2006-
Member, Academic Advisory Board for the evaluation of the new benchmarks for teacher education in Israel.	2007-
Member, Executive steering committee of the Mofet Institute of Research and Professional Development, Israel.	2010
Member, The committee of EMET Prize for Art, Science and Culture by the A.M.N. Foundation for the Advancement of Science, Art and Culture, Israel.	2015
Member, The National Advisory Committee for appointing chair of pedagogical secretary. Ministry of Education, Israel.	2016-
Member, Teaching Committee of the Mandel School for Educational Leadership	2016-
Member, Academic advisory committee. The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education.	2019

Positions at an International Level

Member, International Advisory Board for the Sage Handbook of Research on Teacher Education.	2016
International European Academic Consultant and Board Member, DIGITAL PRACTICUM 3.0 project: Exploring augmented reality, remote classrooms, and virtual learning to enrich and expand preservice teacher education preparation, funded by the Erasmus+ Higher Education Program of the European Union.	2022
Member International board of Kompetenzverbund lernen:digital (formerly known as DIVER)	2023

Membership in Professional Associations

Years	Role in Professional Association
1992-2000	Member of the International Association of English as a Foreign Language IATFEL.
1996-1999	Member of Executive Committee of Teacher Development SIG (Special Interest Group) IATEFL (International Association of Teaching English as a Foreign Language).

1997-	Member of the American Educational Research Association AERA.
2001-	Member of the International Study Association of Teachers and Teaching ISAAT.
2001-	Member of the European Association of Research on Learning and Instruction EARLI.

Editorial Assignments

Year	Academic Activity	Role
1994-1999	Editorial Board of “Trends”- Annual Journal of Foreign Language Teacher Training in Israel.	Associate editor
1996-1999	“Teacher Development Newsletter”- IATEFL , London.	Associate editor
2004-	The international journal ‘Educational Action Research’	Associate editor
2004- 2007	Editorial Board ‘Yiunim BeHinuch’ Faculty of Education, University of Haifa.	Associate editor
2007-	Editorial board of the international journal ‘Teachers and Teaching: Theory and Practice’.	Executive editor
2011- 2013	The international journal ‘Teachers and Teaching: Theory and Practice’.	Book editor
2014-	Editorial board of the 'International Journal of Mentoring and Coaching in Education' (IJMCE).	Associate editor
2015 -	Editorial board of the book series on education, Pardes Publishing.	Associate editor
2016 -2019	Editorial board of the international journal 'Teaching and Teacher Education' (TATE).	Executive editor
2019 -	Editorial board of the international journal ‘Teaching Education’	Associate editor
2021 -	Editorial board of the ‘Journal of Teacher Education’	Associate editor

Reviewing for Refereed Journal

2003-	Reviewer for <i>Teaching and Teacher Education</i>
2003-	Reviewer for <i>Journal of Curriculum Studies</i>
2004-	Reviewer for <i>Journal of Teacher Education</i>

2004-	Reviewer for <i>Educational Action Research Journal</i>
2004-	Reviewer for <i>Teaching Education</i>
2006-	Reviewer for <i>Teachers and Teaching: Theory and Practice</i>
2008-	Reviewer for <i>American Educational Research Journal</i>
2008-	Reviewer for <i>Language, Culture and Curriculum</i>
2009-	Reviewer for <i>Mind, Culture and Activity</i>
2009-	Reviewer for <i>Educational Research and Evaluation</i>
2009-	Reviewer for <i>Education Research</i>
2009-	Reviewer for <i>Studies in Educational Evaluation</i>
2009-	Reviewer for <i>Language Learning</i>
2012 -	Reviewer for <i>British Educational Research Journal</i>
2012-	Reviewer for <i>Nurse Education Today</i>
2012 -	Reviewer for <i>Irish Educational Studies Journal</i>
2012-	Reviewer for <i>American Journal of Research in Education</i>
2015 -	Reviewer for <i>The Educational Forum KAPPA DELTA PI</i>

Reviewing for Fund Agencies

Years	Fund Agencies
2013-	Reviewer of research proposals, <i>FWO- The Research Foundation – Flanders,</i> Belgium
2016-	Reviewer of research proposals, <i>GIF- The German Israeli Foundation for Scientific Research and Development</i> <i>ISF – Israel Science Foundation</i>

Visiting Positions

Dates	Name of Institution and Department	Position
2003	Universidad Central, Department of Education, Chile.	Invited visiting scholar

2004	University of Hong-Kong, Department of Education Hong-Kong.	Invited visiting scholar
2005	University of Languages, Baku, Azerbaijan.	Invited visiting scholar
2006	Ministry of Education, Chile	Invited visiting scholar
2007	Universidad Catolica, Department of Education, Chile	Invited visiting scholar
2007	University of Trondheim, Department of Education and Technology, Norway	Invited visiting scholar
2007	University of San Bernardino, Department of Educational Psychology, California	Invited visiting scholar
2007	University of California UCLA, School of Education California U.S.	Invited visiting scholar
2015	ECNU University- Department of Education, Shanghai China	Invited visiting scholar
2016	University of Hong Kong, Division of English Language Education - Faculty of Education	Invited visiting scholar
2018	Beijing Normal University, Department of Education, China	Invited visiting scholar
2022	Texas A&M University, TX	Invited visiting scholar

Reviewer of PhD Dissertations – Ben-Gurion University, Tel Aviv University, Hebrew University, Bar Ilan University, University of Trondheim, University of Toronto, University of Chile, University of Leuven.

Reviewer of Cases for Academic Promotions - University of Toronto, Canada; Auckland University, New Zealand, University at Albany, New York.

6. ACTIVE PARTICIPATION IN SCHOLARLY CONFERENCES

Active Participation - International Conferences Abroad				
Date	Name of Conference	Place of Conference	Subject of lecture/Discussion	Role
1993	Teachers Develop Teachers' Research (TDTR)	Birmingham, England	Action Research and Personal Construct Theory.	Presenter
1993	International Association for the Teaching of English as a Foreign Language (IATEFL)	Brighton, England	Aspects of memory and learning in teachers' professional development.	Presenter

1995	Teachers Develop Teachers' Research (TDTR)	Cambridge, England	Conceptualizing Mentoring in Teacher Education	Presenter
1997	American Educational Research Association (AERA)	New York, U.S.A	Graphic Representations of Teachers' Professional Development.	Presenter
1997	International Association for the Teaching of English as a Foreign Language (IATEFL)	Brighton, England	Functions of Star Teachers.	Presenter
1999	International Association for the Teaching of English as a Foreign Language (IATEFL)	Edinburgh, Scotland	Pre-Conference workshop on Mentoring	Convenor
1999	American Educational Research Association (AERA)	Montreal, Canada	1.Learning to Mentor: Implications for a Practice Teaching Model. 2.The Research Interview-as- Conversation.	Presenter
1999	Teachers Develop Teachers' Research (TDTR)	Leuven, Belgium	Working with Cases in Teacher Education.	Presenter
2000	American Educational Research Association (AERA)	New Orleans, U.S.A.	Understanding Mentors' Roles and Practices through Cases and Conversations.	Presenter
2001	European Association for Learning and Instruction (EARLI)	Fribourg, Switzerland	Portfolios as evidence of mentors' learning: what remains 'untold'.	Presenter
2001	The International Study Association on Teachers and Teaching (ISATT)	Faro, Portugal	1.Form of Space in professional conversations. 2.Drawing on teaching: Methodological issues in the use of non visual modes of representation.	Presenter
2002	American Educational Research Association (AERA)	New Orleans, U.S.A.	Mentoring as a moral practice.	Presenter

2003	The International Study Association on Teachers and Teaching (ISATT)	Leiden, Holland	The development of expertise in mentoring.	Presenter
2003	European Association of Research on Learning and Instruction (EARLI)	Padova, Italy	Invited symposium "The dark side of the moon in Action Research.	Presenter
2004	American Educational Research Association (AERA)	San Diego, U.S.A.	Combining Image and .1 Text in Educational Research: Methodological Issues. 2. Situated and distributed .expertise in mentoring	Presenter
2005	American Educational Research Association (AERA)	Montreal, Canada.	1. The multiple faces of researcher reflexivity: Perspectives from international contexts. 2. Pedagogical Content Knowledge Across Disciplines: The case of Mathematics and English Teachers.	Presenter
2005	European Association for Research on Learning and Instruction (EARLI)	Nicosia, Cyprus	Symposium: Teachers' learning communities: A sociocultural perspective.	Discussant
2006	American Educational Research Association (AERA)	San Francisco, California	Symposium –Teacher Reform, Constructivist teacher education, paper presentation.	Presenter
2007	International Study Association of Teachers and Teaching (ISATT)	Brock, Canada	Symposium: Rich content of practice-rich content of learning? Practice in clinical settings.	
2008	American Educational Research Association (AERA)	New York, U.S.A	Symposium: Forms of Practitioner Inquiry. Constructing Knowledge about knowledge construction.	Discussant

2008	Conference on: Exploring the Intersections of Moral Literacy and Educational Leadership	British Columbia, Canada	Symposium: The Multifaceted Character of Ethical Dilemmas in Teaching: The Israeli Case.	Presenter
2009	European Association for Research on Learning and Instruction (EARLI)	Amsterdam, Holland	Symposium: Developing Expertise in Mentoring.	Presenter
2010	American Educational Research Association (AERA) [April 2010]	New Orleans, U.S.A.	<p>1) Mentoring As a Discursive Practice: Encounters between the pedagogical, the moral and the political in four cross-national settings.</p> <p>2) Trends in the International Study of Teaching and Teacher Education.</p> <p>3) The mentoring dyad and its impact on participants' perspectives towards teaching English as a Foreign Language.</p> <p>4) Professional development schools (PDS) in multicultural settings: Lessons from 9 case studies in Israel.</p>	<p>Presenter and Organizer of symposium.</p> <p>Symposium participant</p> <p>Presenter</p> <p>Presenter</p>
2011	American Educational Research Association (AERA)	Vancouver, Canada	<p>1) Invited SIG Symposium: Reinventing Teacher Mentoring-as-Praxis: Discursive Connections and Consequences in the Context of University Teacher Education.</p> <p>2) Invited Symposium: Mentoring As Embedded in Diversity: A Conceptual Framework to Guide Practice.</p>	<p>Presenter</p> <p>Presenter</p>
2013	American Educational Research Association (AERA)	San-Francisc o, USA	<p>1) Teacher Education from the Other Side of the Desk: International Deans' Perspectives.</p> <p>2) Qualitative Methodologies for</p>	<p>Presenter</p> <p>Presenter and Organizer of symposium</p>

			Studying Complexity in Teacher Learning. 3) The Professionalism of Teacher Educators: Their Roles and Their Professional Development.	Presenter
2014	American Educational Research Association (AERA)	Philadelphia, USA	Symposium: Becoming a Teacher Educator: International Perspectives on Developing a Professional Identity and Practice as a Teacher Educator.	Presenter
2015	American Educational Research Association (AERA)	Chicago, USA	1) Invited SIG Symposium: Core Issues in the Study of Mentoring in Pre-service Education: Toward an Integrative Research Agenda (SIG Symposium). 2) Looking Forward and Backward, Inside and Out: Studying Lives of Teachers in Schools. 3) International Teacher Education: Promising Pedagogies 4) Toward Clinical Participatory Teacher Education: One College, Four Models.	Chair and Presenter Discussant Discussant Discussant
2015	World Education Research Association (WERA) Focal Meeting	Budapest, Hungary	Roundtable-'Teacher education: Instructional models and Methodologies'.	Co-author
2016	American Educational Research Association (AERA)	Washington DC, USA	1) Roundtable - Field Experiences: Student Teaching, Supervision, School/Community Collaborations, and Innovative Approaches and Models. 2) Invited Division K Symposium - Issues, trends and concerns in teacher education: International perspectives drawn from the research in the International Handbook of Teacher	Presenter Presenter

			Education.	
2016	British Educational Research Association annual (BERA) conference	University of Leeds, UK	Symposium - Mentoring for Teacher Development: (what) are we learning?	Presenter
2017	American Educational Research Association (AERA)	San Antonio, TX, USA	1) Roundtable - Practice, theory and policy in university practicum programs of two professions: Teaching and social-work. 2) Award for Outstanding Scholarship on the Lives of Teachers to Prof. Geert Kelchtermans - Studying teachers' lives as an educational issue: Autobiographical reflections from a scholarly journey 3) Invited symposium: Teacher induction under the magnifying glass: A network perspective to study beginning teachers.	Presenter Discussant Discussant
2017	International Study Association of Teachers and Teaching (ISATT)	Universidad de Salamanca, Spain	Symposium: Toward a Shared Practice and Research Agenda.	Chair and Presenter
2017	European Association for Research on Learning and Instruction (EARLI)	the University of Tampere, Finland	Symposium: Context, support and agency in new teachers' induction and learning.	Presenter
2018	American Educational Research Association (AERA)	New York, NY, USA	1) Paper session: Using What You Know: Ethics, Morals, and Social Responsibility in the Classroom 2) Panel: Research on Teacher Induction SIG Business Meeting 3) Symposium: Novice Teachers' Experiences in High-Needs International Contexts 4) Roundtable session:	Co-author Presenter Chair Co-author

			Teacher Queries: Beliefs, Attitudes, and Dispositions	
2018	British Educational Research Association (BERA)	Newcastle University, Newcastle upon Tyne, UK	1) Paper session: Comparative and International Education 2) Paper session: Teacher Education and Development 3) Paper session: Curriculum, Assessment and Pedagogy	Co-author Co-author Co-author
2019	American Educational Research Association (AERA)	Toronto, Canada	1) Invited Symposium: Studying Teacher Learning: International Perspective- Chair 2) Institutional Dynamics Between University and Workplace Bodies- Co presenter 3) Virtual Mentoring in the Practicum: Teachers Learning Together in the Third Space- Discussant 4) Arabic-Speaking Teachers' Interpretation of Academic Literacy in 5) English From Their Perspective as Language Learners- Co presenter	Co- presenter Discussant Chair
2021	AERA Annual Conference 2021	Florida, USA	Mimetic Dimensions of Professional Learning through Simulation -The Role of Simulative Experiences	Co-Author
2022	16th International Technology, Education and Development Conference	Online	Digital Practicum: Exploring augmented reality, remote classrooms, and virtual learning for online mentoring	Co-Author

2022	American Educational Research Association (AERA)	San-Diego, USA	Mentoring “on the Line”: Mentors' Adaptive Online Expertise in the Context of Teacher Education in Arab Schools	Co-presenter
2022	American Educational Research Association (AERA)	San-Diego, USA	EFL Teachers' Adaptive Expertise	Co-presenter
2023	American Educational Research Association (AERA)	Chicago, USA	A Critical and Transdisciplinary Interrogation of Mentoring Research and Practice in the Professions	Co-presenter
b. Active Participation - National Conferences Held in Israel				
1995	Institute for Curriculum Planning and Teacher Education: International Conference on Teacher Education (MOFET)	Wingate, Israel	Symposium: Constructivism and Teacher Education.	Invited speaker
1999	Institute for Curriculum Planning and Teacher Education: International Conference on Teacher Education (MOFET)	Wingate, Israel	The Passage from Teaching to Mentoring.	Invited speaker
2006	Conference in Qualitative Studies	Tel Aviv, Israel	Symposium – Innovative qualitative methods in educational research.	Presenter
2016	The 7 th conference for qualitative research, ICQM: Qualitative research in changing environments	Ben Gurion University of the Negev, Be'er Sheva, Israel	Integrating social activity theory and critical discourse analysis: A multilayered methodological model for examining knowledge mediation in mentoring.	Co-author
2017	The Israeli Comparative Education Society (ICES)	Haifa University, Israel	The evaluation process of the Council for Higher Education: Between neo-liberalism and the public role of educational research	Invited speaker
2019	International Conference on Teaching Education	Mofet Institute, Tel-Aviv Israel.	1) The implementation of teacher evaluation policy among Arab teachers and principals from a micro-political perspective. 2) New teacher learning patterns, perceived environmental support and teaching performance	Discussant Co- presenter

			3) The role of linguistic and cultural repertoire in EFL novices' induction period. 4) The benefits of crossing borders: Arab novice teachers in Jewish schools and foreignness as a learning opportunity. 5) Alone in the collective: the case of Israeli- Arab novice teachers' professional learning during induction	
2020	English Inspectorate Summer School 2020	Online	Mentoring in the Time of Cholera: The case of EFL mentoring in teacher education	Invited plenary

c. Organization of Conferences or Sessions

Date	Name of Conference	Place of Conference	Subject of Conference/ Comments	Role
1998	International conference event on Mentoring at IATEFL (The International Association for Teaching English as a Foreign Language	Edinburgh, Scotland	Organizer of International conference event on Mentoring at IATEFL.	Organizer
2008	The Third National Conference in the Study of Curriculum Theory and Practice - University of Haifa.	Haifa, Israel	National Conference on the Study of Curriculum: Theory and Practice.	Conference Organizer and Chair
2010	Policy-Making in Education in an era of challenges	Haifa, Israel	National Conference in honor of Prof. Ben-Peretz's new book.	Conference Organizer and Chair
2010	American Educational Research Association (AERA)	New-Orleans , USA	Organizer of Symposium Session: Mentoring As a Discursive Practice: Encounters between the pedagogical, the moral and the political in four cross-national settings.	Session organizer
2013	American Educational Research Association (AERA)	San-Francisco, USA	Organizer of Roundtable Session: Qualitative Methodologies for Studying Complexity in Teacher Learning.	Session organizer

2016	International Study Association on Teachers and Teaching (ISATT): Regional conference	Haifa, Israel	International conference on research on 'Promising Pedagogies in International Teacher Education'.	Conference Organizer and Chair
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7. INVITED LECTURES

Date	Place of Lecture	Name of Forum	Presentation/Comments
2001	Universidad de Arica, Chile.	Models of Reform in Teacher Education.	Invited plenary
2002	Universidad Central, Santiago, Chile.	Paradigms in Teacher Education.	Invited plenary and seminar
2002	University of Haifa, Dept. of Nursing.	Models of mentoring.	Invited address
2002	Institute for Curriculum Planning and Teacher Education (MOFET). Ashkelon, Israel.	Practice teaching: Are we asking the right questions?	Invited address
2003	Universidad Central, Santiago, Chile.	Research on Learning to Teach.	Invited research seminar on teacher education
2003	University of Hong Kong, Hong-Kong.	ICET World Assembly (International Council on Education for Teaching): Teachers as Mentors.	Invited keynote address
2005	Oranim School of Education-Academic Division, Tivon, Israel.	The Crisis of Humanities in Education and in the Academia.	Invited plenary address
2005	Universidad Central, Universidad Diego Portales, Universidad Metropolitana, Santiago, Chile.	International Conference on Pedagogical Practices: From teacher to mentor: The development of pedagogical leaders.	Invited keynote address
2007	Universidad Catolica, Temuco, Chile.	Mentoring as Evidence-Based Practice: From research to Curriculum Guidelines.	Invited keynote address
2007	International Academic Conference of Action Research National Taitung University, Taiwan.	From Global-Based Perspectives to Local-Based Action.	Invited keynote address
2008	The Ministry of Education, Universidad	The Mentoring Conversation.	Invited keynote address

	Catolica Chile.		
2008	University of Bergen , EARLI SIG conference (European Association for Research on Learning and Instruction).	Constructing Knowledge in Mentoring Conversations: What for and for whom?	Invited keynote address
2008	Universidad Catolica, Chile.	Local Practices to Global Perspectives.	Invited keynote address
2008	Universidad de Sevilla, Spain.	Mentoring in the Israeli Educational Context: Challenges and Dilemmas.	Invited keynote address
2009	Universidad Catolica, Chile.	Mentored learning and field based experience: The State of the Art.	Invited keynote address
2010	6 th International conference of English teachers association of Israel (ETAI), Jerusalem, Israel	"Touching base" in learning to teach English: Assumptions and expectations revisited.	Invited keynote address
2010	University of Cambridge, UK	Cambridge Symposium on Pedagogy and Teacher Education: Formulating an Agenda for the Future.	Invited position paper
2013	University of Hacetepe, Ankara, Turkey	Professional learning in practice -orientations and methods.	Invited keynote address
2014	University of Murcia, Murcia Spain	Where is the Higher Education System going to in the Mediterranean?	Invited keynote address
2014	Technion Institute, The faculty of Architecture, Haifa, Israel	Professional learning in practice: Orientations and approaches.	Invited lecture
2014	Kaunas University of Technology, Kaunas, Lithuania	Professional learning in practice: Orientations and research developments.	Invited Lecture
2015	The Hebrew University of Jerusalem, Israel.	Teachers in the age of knowledge: Being and renewal.	Invited address
2015	Gordon College of education, Haifa, Israel	Learning to teach: Professional development schools (PDS) in multicultural settings.	Invited lecture
2016	Technological University of Santo	International symposium - "Teacher Development and	Invited Keynote address

	Domingo	School Improvement".	
2016	University of Haifa, Israel	Promising pedagogies in international teacher education: Objectives for an international research agenda.	Invited Keynote address
2017	Texas A&M University, College Station, TX	The study of mediated professional learning: Perspectives, challenges and practices.	Invited lecture
2017	Universidad de Salamanca, The International Study Association on Teachers and Teaching (ISATT) 18th Biennial Conference	Teacher Search & Research.	Invited Keynote address
2018	NAFOL seminar, Norwegian University of Science and Technology, Trondheim, Norway	Mentoring novice teachers in a conflict context: Ethical challenges.	Invited lecture
2018	University of Hong Kong, Hong Kong	The Passage From Practitioner to Researcher: Insights, Challenges, and Practices.	Invited discussant
2021	Universidad Alberto Hurtado, Chile	Seminario internacional «Reflexión para la transformación: aportes de la investigación a la Formación Inicial Docente.	Invited Keynote address
2022	NAFOL international conference on teacher education, Norwegian University of Science and Technology, Trondheim, Norway	Teacher education: Bridging research, policy and practice.	Invited Keynote address
2022	Texas A&M University, TX	Lost or found in translation? Translating educational research into practice: Challenges and promises	Invited Keynote address
2023	Marino Institute of Education, Dublin, Ireland	Reviewing “Teaching and Learning” Modules for the 2020s and 2030s	Invited Keynote address

8. COLLOQUIUM TALKS

Date	Place of Lecture	Name of Forum	Presentation/ Comments
2007	The University of Leiden, Holland.	Mentoring in Teacher Education.	Invited talk

2008	Mofet Institute of Research and Professional Development –Tel Aviv, Israel.	Mentors' Professional Identity Construction. (In Hebrew)	Invited talk
2016	University of Hong Kong, China.	Mentoring practice to promote teacher learning and development.	Invited talk
2016	University of Hong Kong, China.	International research on teacher education.	Invited talk

9. RESEARCH GRANTS

a. Grants Awarded					
Role in Research	Other Researchers	Topic	Funded by C=Competitive Fund	Sum	Year
PI		Formal and informal factors that shape the development of novice teachers' concepts of their role as teachers.	University of Haifa, Faculty of Education, Research Grant	4,000 I.S.	2001
PI	Dr. Ruth Almagor (PI)	School corridors as reflective of school culture.	University of Haifa, Faculty of Education, Research Grant	4,000 I.S.	2002
PI	Prof. Roza Leikin (PI)	Pedagogical content knowledge of Mathematics and English teachers: connections across disciplines.	University of Haifa, Faculty of Education, Research Grant,	4,000 I.S.	2003
PI	Dr. Tzafrir Goldberg (Co-PI)	From teacher learning to teaching performance.	Israel Science Foundation (ISF), Research Grant C	335,000 NIS	2014
PI		Summer course program for foreign students from China and India: "Models of mentorship in education practice".	Malag (Council for Higher Education) C	1,500,000 NIS	2016
PI	Dr. Tzafrir Goldberg (Co-PI)	From teacher learning to teacher performance – workshop.	Israel Science Foundation (ISF), Research Grant C	70,000 NIS	2016
PI		International research agenda for studying promising pedagogies of teacher education.	International Study Association on Teachers and Teaching (ISATT) Texas A&M University C	3000 USD	2016

PI	Dr. Tzafrir Goldberg (Co-PI)	Excellence in teaching: Evaluating novice teachers.	Israeli Ministry of Education, C	150,000 NIS	2016
PI	Ron Blonder (Co-PI)	Spheres of expert teacher knowledge in the digital practice teaching space.	Chief Scientist, Israeli Ministry of Education, C	40,000 NIS	2016
PI	Ron Blonder Alexandra Saad Alona Forkush (Co-PIs)	Towards the development of a clinical hybrid practice teaching model: Research, implementation and evaluation.	Chief Scientist ,Israeli Ministry of Education, C	550, 000 NIS	2020

10. SCHOLARSHIPS, AWARDS AND PRIZES

1986-1998	M.A. Scholarship, The University of Reading, England.
1989	Fullbright Scholarship U.S.I.A.-United States Information Agency. for Curriculum Developers, Information Agency Washington D.C.- U.S.A.
2003	Karev Grant , Research Authority, University of Haifa.
2007	Excellence in Teaching - Award, University of Haifa.
2009	Excellence in Teaching - Award, University of Haifa.
2010	Excellence in Teaching - Award, University of Haifa.
2011	Exemplary Research in Teaching and Teacher Education Award, American Educational Research Association (AERA), Vancouver, Canada.
2011	Outstanding Book Award - International Study Association on Teachers and Teaching, ISATT.
2014	Outstanding Author Contribution, Advances in research on teaching, Emerald Group Publishing.
2020	Outstanding Paper Award, Triadic mentoring in early childhood teacher education: The role of relational agency, Emerald Literati Awards 2020
2021	Michael Huberman Award for Excellence in Research on the Lives of Teachers, American Educational Research Association
2022	Selection as a Fellow of the American Educational Research Association (AERA)
2022	Distinguished Research Paper on Mentoring Award, American Educational Research Association (AERA), Mentoring SIG

11. TEACHING

a. Courses Taught in Recent Years (2000 onwards)

Name of Course	Type of Course	Degree
Teaching English as a Foreign Language-Elementary School.	Course	B.A.
The Application of Linguistics to Teaching.	Course	B.A.
Teaching English as a Foreign Language- High School.	Seminar	B.A.
Action Research in Schools.	Seminar	B.A.
Educational Orientations and their expression in school curricula.	Course	B.A.
Content -based learning situations	Course	B.A.
Educational Forum for outstanding B.A. students	Seminar	B.A.
Issues in Mentoring –Theory and Practice.	Course	M.A.
The mentoring conversation-Methodological perspectives.	Seminar	M.A.
Issues in English as a Foreign Language (EFL) Curriculum.	Seminar	M.A.
Professional Learning in Practice. Methodologies for the Mediation of Professional Learning.	Seminar	M.A.
Doctoral students' Forum.	Seminar	Ph.D.
Didactics of Teaching English as a Foreign Language (TEFL).	Methods Course	Teaching Diploma

b. Supervision of Graduate Students

Name of Student	Title of Thesis	Degree	Date of Completion	Students' Achievements
1. Hayuta Yinon	Patterns of interaction in Hebrew, English and Arabic lessons in the 7 th grade.	M.A.	December, 2004	Continued to study PhD under my supervision.
2. Reema Nattoor	Moral dilemmas of mentors in the Arab sector.	M.A.	December, 2004	
3. Suzana Klein	Mentoring conversations-beliefs and practices.	M.A.	December, 2004	Published paper # (11
4. Rachel Shachar	The moral and the pedagogical in mentoring.	M.A.	December, 2004	

5. Fani Shimoni	Pedagogical content knowledge of kindergarten student-teachers.	M.A.	December, 2004	Continued to study PhD under my supervision. Currently in academic position In Gordon College Published paper # (7)
6. Ronit Hasin	Star Mentors' perspectives towards mentoring.	M.A.	January, 2005	Published paper # (27)
7. Mirit Rahamim	Reflection by Video as a learning opportunity in mentoring student teacher.	M.A.	January, 2005	Continued to study PhD under my supervision. Currently in academic position In Oranim College. Published paper # (25);
8. Paz Elnir	The interpersonal and the professional in group mentoring.	M.A.	January, 2005	
9. Dalit Wilhelem	Clinical thinking of nursing mentors.	M.A.	February, 2005	Published paper # (15)
10. Ibtisam Bareket	Cross-Cultural Mentoring.	M.A.	January, 2007	
11. Orly Gafni	Professional socialization of new teachers in a school culture that provides instruction.	M.A.	July, 2009	
12. Avivit Zarfati	The role of a disciplinary mentoring dyad in shaping student teachers and mentors' perspectives.	M.A.	July, 2009	Continued to study PhD under my supervision. Submitted article
13. Marwa Magadla	The learning studio as a platform for learning to teach.	M.A.	July, 2010	
14. Ayelet Becher	Discursive Processes of Social Mediation of Knowledge in Mentoring Activity: The case of Arts Education.	M.A.	November, 2011	Continued to study PhD under my supervision. Published paper # (31; 36); (40(

15. Esti Levi	The impact of student voting response system that is installed on mobile phones for plenum classroom instruction: The case of second language teaching.	M.A.	July, 2011 (in co-supervision with Prof. Michal Yerushalmi)	
16. Melanie Shaul	Implementing a Vygotskian Approach to Poetry Reading: Processes and Outcomes of Learning for EFL 11th Graders in an Israeli High School.	M.A. Qualifying paper	2013	
17. Shanit Mazor	Professional knowledge construction 'in theory' and 'in action' through mentored learning: A case study of science teachers.	Ph.D.	2015	Continued to study PhD under my supervision. School principal.
18. Roseanne Kheir-Farraj	EFL Teacher Preparation mirrored through critical pedagogy.	Ph.D.	2019	Currently in academic position in Emek Izrael College
19. Limor Leibowitz	Professional knowledge construction through mentored learning: A case study of visual literacy teachers.	Ph.D.	Under supervision (in co-supervision with Prof. Billie Eilam)	
20. Mirit Rachamim	Interdisciplinary learning communities during practice teaching: Content, processes and outcomes.	Ph.D.	2014	Currently in academic position In Oranim College Published paper)26); (39; 42)
21. Fani Shimoni	Mentored learning of pre-school teachers during internship.	Ph.D.	2014	Currently in academic position In Gordon College
22. Shosh Klein	Educating for Initiative at the Primary Level: The Creation, Development and Termination of a Mentoring Area.	Ph.D.	Passed away	
23. Hayuta Yinon	Beginning Teachers' Retention and Attrition in Israel.	Ph.D.	2014	Currently in academic position In Oranim College

				Published paper # 14); 16); 20); (40(
24. Ayelet Becher	The role of practice, research and policy in university practicum curricula: The perspective of practicum's position holders in Teaching and Social Work.	Ph.D.	2018	Published paper # 29); 31); (36; (41(Post doctorate Ben Gurion University of Negev, Israel
25. Avivit Tzarfati	Novice Lawyers and Novice Teachers' Case-Based Reasoning.	Ph.D.	Under supervision	
26. Hiam Nassraddin	From teacher learning to teacher performance: A mixed method study of novice teacher learning and performance in Israeli Arab schools.	Ph.D.	Extended proposal accepted (in co-supervision with Dr. Tzafrir Goldberg)	
27. Tal Palevsky	Novice teachers' learning and professional identity construction in their school habitat.	Ph.D.	Extended proposal in preparation (in co-supervision with Dr. Tzafrir Goldberg)	
28. Evgenia Lavrenteva	Teaching culture in the EFL Israeli Classroom: Curriculum metrials, teachers' views and practices.	Ph.D.	Extended proposal accepted	Published paper # (37, (43(
29. Malka Tzinker	Main strategic processes, agents and resources facilitating professional development of novice teachers in their workplaces.	Ph.D.	Initial proposal in preparation	
30. Nava Chen	Translating Policy into Practice: Negotiating Meanings, Conflicts and Contradictions in a National Initiative in Teacher Education	Ph.D.	Extended proposal in preparation	
31. Nariman Abu Rahmoun	Teacher Evaluation among Arab Teachers and Principals: Perceptions, Uses,	Ph.D.	Extended proposal accepted	

	Consequences and Implications.			
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C. Supervision of Post-Doctoral Researchers

32. Tziyona Levi		Post doctoral researcher		
33. Orly Haim		Post doctoral researcher		
34. Aya Ben-Harush		Post doctoral researcher		MOFET Scholarship
35. Rivi Frey		Post doctoral researcher		MOFET Scholarship

II. PUBLICATIONS

= My student

A. Ph.D. DISSERTATION

Becoming a Mentor : A Study of the Learning Process of Novice Mentors of English Teachers. Supervised by Prof. Miriam Ben-Peretz, University of Haifa and Prof. Christopher Clark, Michigan State University, October 1997.[230 pages].

B. BOOKS - Authored

Published - Order of authors reflects relative contribution and according to alphabetical order

1. Strahovsky, R., Hertz-Lazarowitz, R., & **Orland-Barak, L.** (2008). *Paths for Mentoring Teachers: Guide to the Perplexed.* (In Hebrew). Tel Aviv: Kalil- The Mofet Institute [277 pages]
2. **Orland-Barak, L.**(2010). *Learning to Mentor as Praxis: Foundations for a Curriculum in Teacher Education:* Springer. [237 pages]
3. **Orland-Barak, L.,** & Maskit, D. (2017). *Methodologies of Mediation in Professional Learning.* Springer. [200 pages]
Orland-Barak is principal and leading author

Submitted

Orland Barak, L., & Tzafrir, S. *From teacher learning to teacher performance- Perspectives on novices learning to teach in diverse contexts.* (Translated from Hebrew). Mofet Institute.

BOOKS – Edited

Published

4. Zellermayer, M., Munthe, E., Gorodesky, M., Rust O'Connell, F. & **Orland-Barak, L.** (2007) . *Teachers learning in communities: International Perspectives.* Sense Publications. [243 pages].
(Last three contributors according to alphabetical order)
5. **Orland Barak, L.** & Craig, C. (Eds.) (2014). *International Teacher Education: Promising Pedagogies* [Vol. I]. Emerald Group Publishing. [471 pages]
Equal contributors
6. Craig, C., & **Orland Barak, L.** (Eds.) (2015). *International Teacher Education: Promising Pedagogies* [Vol. II]. Emerald Group Publishing. [471 pages]
Equal contributors
7. Craig, C., & **Orland Barak, L.** (Eds.) (2015). *International Teacher Education: Promising Pedagogies* [Vol. III]. Emerald Group Publishing. [471 pages]
Equal contributors

C. MONOGRAPHS

None

D. ARTICLES IN REFEREED JOURNALS

Published - order of authors reflects relative contribution

1. **Orland, L.** (2000). What's in a Line ? Exploration of a research and reflection tool. *Teachers and Teaching: Theory and Practice* ,6(2), 197-213.
2. **Orland, L.** (2000). Novice teachers as learners: Exploring pedagogical stories. *Curriculum and Teaching*, 15(1), 53-63.
3. **Orland, L** (2001). Reading a mentoring situation: One aspect of learning to mentor. *Teaching and Teacher Education*, 17(1), 75-88.
4. **Orland-Barak,L.** (2001). Learning to mentor as learning a second language of teaching. *Cambridge Journal of Education*, 31(1), 53-68.
5. **Orland-Barak , L.** (2002). What's in a case? What mentors' cases reveal about the Practice of Mentoring. *Journal of Curriculum Studies*, 34(4), 451-468.
6. **Orland -Barak , L.** (2002). The impact of practice teaching on the first year of teaching: Learning to ask different questions. *Teacher Education Quarterly*, 29(2), 99-122.
7. **Orland -Barak , L.** (2002). Theoretical Sensitivity: Unpacking a complex construct. *Reflective Practice*. 3(3), 264-278.
8. **Orland-Barak, L.** (2003). Emergency Room (ER) stories: Mentors at the intersection between the moral and the pedagogical. *Journal of In-Service Education*, 29(3), 489-512 .
9. **Orland-Barak, L.** (2004). What have I learned from all this? Four years of teaching an Action Research course: Insights of a second order. *Educational Action Research*, 12(1), 33-59.
10. **Orland -Barak , L., Kemp, J. Ben-Or, T., Levi, Z.** (2004). Seeing the 'new' in light of the 'old': Evolving interpretations of a new national curriculum, *Journal of Curriculum Studies*, 36(3), 321-339.
11. **Orland -Barak , L. & Klein, S.** (2005). The expressed and the realized: Mentors' representations of a mentoring conversation and its realization in practice. *Teaching and Teacher Education*, 21(4), 379-402.
12. **Orland-Barak. L.** (2005) . Portfolios as evidence of mentors' learning: What remains 'untold'. *Educational Research*, 47(1), 25-44.
13. **Orland-Barak, L.** (2005). Cracks in the Iceberg: Surfacing the tensions of constructivist pedagogy in the context of mentoring. *Teachers and Teaching: Theory and Practice*, 11(3), 293-313.

14. **Orland-Barak, L. & Yinon, H. (2005).** Same but Different: Jewish and Arab student teachers' reflections on the use of L1 in Teaching English as a Foreign Language. *Language, Culture and Curriculum*, 18(1), 91-114.
15. **Orland-Barak, L. & Wilhelem, D. (2005).** Novices in clinical practice settings: Student nurses stories of learning the practice of nursing. *Nurse Education Today*, 25(6), 455-464.
16. **Orland-Barak, L. & Yinon, H. (2005).** Sometimes a novice and sometimes an expert: Mentors' expertise as revealed through their stories of critical incidents. *Oxford Review of Education*, 31(4), 557-579.
17. **Orland-Barak, L. (2005).** Lost on Translation: Mentors learning participate in competing discourses of practice. *Journal of Teacher Education*, 56(4), 355-367.
18. **Orland-Barak, L. & Tillema, H. (2006).** The 'dark side of the moon': A critical look at teacher knowledge construction in collaborative settings. *Teachers and Teaching: Theory and Practice*, 12(1), 1 – 12.
19. **Orland-Barak, L. (2006).** Convergent, divergent and parallel dialogues in mentors' professional conversations. *Teachers and Teaching: Theory and Practice*, 12(1), 13-33.
20. Tillema, H., & **Orland-Barak, L. (2006).** Constructing knowledge in professional conversations: The role of beliefs on knowledge and knowing. *Learning & Instruction*, 16(6), 1-17.
21. **Orland-Barak, L. & Yinon, H. (2007).** When theory meets practice: What student teachers learn from guided reflection on their own classroom discourse. *Teaching and Teacher Education*, 23, 957-969.
22. **Orland-Barak, L. & Tillema, H. (2007).** Researchers' construction of knowledge from studying professional conversation groups. *Educational Forum*, 71(4), 361-372.
23. Tillema, H., **Orland-Barak, L. & Marcos, J.J. (2008).** Articulating choice and deliberation in conducting research-researchers working in the interpretive zone. *Ethnography and Education*, 3(1), 49-62.
24. **Orland-Barak, L. (2009).** Unpacking variety in practitioner inquiry on teaching and teacher education. *Educational Action Research*, 17(1), 111-119.
25. **Orland-Barak, L. & Leshem, S. (2009).** Observation in learning to teach: Forms of "Seeing". *Teacher Education Quarterly*, 36(3), 21-37.
26. **Orland-Barak, L. & Rachamim, M. (2009).** Simultaneous reflections by video in a second-order action research mentoring model: Lessons for the mentor and the mentee. *Reflective Practice*, 10(5), 601-613.
27. **Orland-Barak, L. & Hasin, R. (2010).** Exemplary mentors' perspectives towards mentoring across mentoring contexts: Lessons from collective case studies. *Teaching and Teacher Education*, 26, 427-437.
28. Shapira, O. & **Orland-Barak, L. (2010).** The Multifaceted character of ethical dilemmas in teaching: The Israeli case. *Educational Practice and Theory*, 31(2), 27-46.

29. **Orland-Barak, L.** & Becher, A. (2011). Cycles of action and systems of activity: Complementary lenses for interpreting professional learning. *Mind, Culture and Activity*, 18, 115–128.
30. **Orland-Barak, L.** & Maskit, D. (2011). Novices in Story: What first year teachers' narratives reveal about the shady corners of teaching. *Teachers and Teaching: Theory and Practice*, 17(4), 435–450.
31. **Orland-Barak, L.**, Khir, R. & Becher, A. (2013) Mentoring in a context of political friction: Moral dilemmas of mentors and their management in practice. *Mentoring and Tutoring: Partnership in Learning*, 21(1), 76-95.
32. **Orland-Barak, L.** & Maskit, D. (2013). Taking a stance through visual texts: Novice teachers as educational agents. *International Journal of Qualitative Studies in Education*, 27(3), 330-348.
33. **Orland-Barak, L.** (2014). Mediation in mentoring: A synthesis of studies in teaching and teacher education. *Teaching and Teacher Education*, 44, 180-188.
34. **Orland-Barak, L.** (2014). Mind the gap: Teacher learning, teacher development and teacher inquiry. *Teachers and Teaching: Theory and Practice*, 20(6), 667-671.
35. **Orland-Barak, L.** & Maskit, D. (2015). University-School partnerships: Student teachers' evaluations across nine partnerships in Israel. *Journal of Education for Teaching*, 41(3), 285-306.
36. Becher, A. & **Orland-Barak L.** (2015). Integrating social activity theory and critical discourse analysis: A multilayered methodological model for examining knowledge mediation in mentoring. *International Journal of Qualitative Studies in Education*, 29(4), 498-519.
37. Lavrenteva, E. & **Orland-Barak, L.** (2015). The treatment of culture in the foreign language curriculum: An analysis of national curriculum documents. *Journal of Curriculum Studies*, 47(5), 653-684.
38. **Orland-Barak, L.** (2016). Doing, Becoming and Being a teacher: Connections, controversies and disconnections. *Teachers and Teaching: Theory and Practice*, 22(1), 1-5.
39. Rachamim, M. & **Orland-Barak, L.** (2016). Constructing meaning in a community of learners: The 'star' pattern of talk. *Oxford Review of Education*, 42(4), 475-490.
40. Yinon, H. & **Orland-Barak, L.** (2017). Career stories of Israeli teachers who left teaching: A salutogenic view of teacher attrition. *Teachers and Teaching: Theory and Practice*, 23(8), 914-927.
41. Becher, A. & **Orland-Barak, L.** (2018). Context matters: Contextual factors informing teacher mentoring in art initial teacher education. *Journal of Teacher Education*, 69(5), 477-492.

42. Rachamim, M. & **Orland-Barak, L.** (2018). When style meets pattern in mentoring talk: Implications for student teacher community learning environments in practice teaching. *Cambridge Journal of Education*, 48 (5), 657-675.
43. Lavrenteva, E. & **Orland-Barak, L.** (2018). Drop-outs, transformed professionals or change makers: prospective teachers' beliefs acting as filters, frames and guides in pre-service education. *Research Papers in Education*, DOI: 10.1080/02671522.2018.1524926
44. Ben-Harush, A., & **Orland-Barak, L.** (2019). Triadic mentoring in early childhood teacher education: The role of relational agency. *International Journal of Mentoring and Coaching in Education*, 8(3), 182-196.
45. Haim, O., **Orland-Barak, L.**, & Goldberg, T. (2020). The role of linguistic and cultural repertoire in novice bilingual and multilingual EFL teachers' induction period. *International Journal of Multilingualism*, DOI: 10.1080/14790718.2020.1715412
46. Cochran-Smith, M., Grudnoff, L., **Orland-Barak, L.**, & Smith, K. (2020). Educating Teacher Educators: International Perspectives. *The New Educator*, 16(1), 5-24.
47. Lavrenteva, E. & **Orland-Barak, L.** (2020). Teaching Culture in the EFL classroom as informed by teachers' approaches to student diversity. *Research Papers in Education*, DOI: 10.1080/02671522.2020.1864763
48. **Orland-Barak, L.** & Wang, J. (2021). Teacher mentoring in service of preservice teachers' learning to teach: Conceptual bases, characteristics, and challenges for teacher education reform. *Journal of Teacher Education*, 72(1), 86–99. <https://doi.org/10.1177/0022487119894230>
49. Abu Rahmoun, N., Goldberg, T., & **Orland-Barak, L.** (2021). Teacher evaluation policy in Arab-Israeli schools through the lens of micropolitics: Implications for teacher education. *European Journal of Teacher Education*, 44(3), 348-364. <https://doi.org/10.1080/02619768.2021.1947238>
50. **Orland-Barak, L.** (2021). "Breaking good": Mentoring for teacher induction at the workplace. *Professorado*, 25(2), 27-51. <https://doi.org/10.30827/profesorado.v25i2.18535>
51. Pavelsky, T., Goldberg, T., & **Orland-Barak, L.** (2022). Looking at the half-full glass: Learning from success stories of novice teachers' development and integration. *DAPIM- Journal for Studies and Research in Education*, 76, 229-255.
52. Frei-Landau, R., **Orland-Barak, L.**, & Muchnick-Rozonov, Y. (2022). What's in it for the observer? Mimetic aspects of learning through observation in simulation-based learning in teacher education. *Teaching and Teacher Education*, 113, 103682.
53. Lavrenteva, E., & **Orland-Barak, L.** (2023). Conceptual-analytical framework for exploring culture in EFL coursebooks: Analysis of teaching materials from a multimodal perspective. *Social Sciences & Humanities Open*, 7(1), 100441. <https://doi.org/10.1016/j.ssaho.2023.100441>

54. **Orland-Barak, L.** (2023). Lost in Translation in the Study of Mentoring 17 Years Later. *Journal of Teacher Education*, 74(2), 140-143.
55. Levi, T., Schlam Salman, J. & **Orland-Barak, L.** (2023). Language teacher preparation, induction and retention: Unpacking two decades of research. *The Language Learning Journal*, DOI: 10.1080/09571736.2023.2194309.
56. Rachamim, M., & **Orland-Barak, L.** (2023). Mentoring a culturally diverse community of student teachers in practice teaching. *International Journal of Mentoring and Coaching in Education*. Advance online publication. <https://doi.org/10.1108/IJMCE-02-2023-0018>

E. ARTICLES OR CHAPTERS IN BOOKS WHICH ARE NOT CONFERENCE PROCEEDINGS

Published – order of authors reflects relative contribution

1. **Orland, L.** (1993). How we teach and why: The implementation of an action research model for in-service training. In J. Edge, & K. Richards (Eds.), *Teachers develop teachers research* (pp.65-75). Heinemann.
2. Rust, F., **Orland-Barak, L.** (2000). Learning the discourse of teaching: Conversation as professional development. In C. M. Clark (Ed.), *Talking shop: Authentic conversation and teacher learning* (pp. 82-118). Teachers College Press.
3. **Orland-Barak, L.** (2003). In Between worlds: The tensions of in-service mentoring in Israel. In F. Kochan & D. Pascarelli (Eds.), *Global perspectives on mentoring* (pp. 191-211). Information Publishing Age.
4. **Orland-Barak, L.** (2007). Teachers Learning Communities: A Socio-Cultural perspective. In M. Zellermayer, E. Munthe, M. Gorodesky, F. Rust O'Connell & **L. Orland-Barak** (Eds.) *Teachers Learning in Communities* (pp.139-145). Sense Publications.
5. **Orland-Barak, L.** (2009). Constructing Practice through Conversation in Professional Learning Groups. In C.J. Craig & L. Deretchin (Eds.) *Teacher Education Yearbook XVII* (pp.23-40). American Association of Teacher Education, University of Houston.
6. Keiny, S. & **Orland-Barak, L.** (2009). Action Research for Reform In Teacher Education: The case of Israel. In B. Somech & S. Nofke (Eds) *Handbook of Educational Action Research* (pp.166-178). SAGE. **(Equal contribution, names by alphabetical order).**
7. **Orland-Barak, L.** & Shimoni, F. (2009). Professional Knowledge in Practice Teaching settings: the case of kindergarten student teachers. In E. Correa Molina, C.Gervais & S.Rittershausen (Eds.) *Vers une conceptualisation de la situation de stage: Explorations Internationales*. (pp.43-67). Universite de Sherbrooke: Canada. (Published in French, English and Spanish).
8. **Orland-Barak, L.** (2011). Competing models of mentoring new teachers: Implications and applications for mentored learning. In K. Smith & M. Ulvik (Eds.) *Veiledning av nye lærere: Nasjonale og internasjonale perspektiver*. (In English and Norwegian).

9. **Orland-Barak, L.** (2013). Teacher education as embedded in diversity: Discursive connections between research, policy and practice. In: M. Evans (Ed.) *Teacher Education and Pedagogy: Theory, policy and practice* (pp. 116-133). Cambridge University Press.
10. Elbaz-Luwisch, F., & **Orland-Barak, L.** (2013). From Teacher Knowledge to Teacher Learning in Community: Transformations of Theory and Practice. In C. J. Craig, P. C. Meijer, J. Broeckmans (eds.) *From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community* (Advances in Research on Teaching, Volume 19) (pp.97 – 113). Emerald Group Publishing Limited.
11. **Orland-Barak, L.** & Craig, C. (2014). International Teacher Education Part A: Promising Pedagogies Introduction. In: C. Craig & L. Orland-Barak (Eds.) *Advances in Research on Teaching*, Volume 22A, pp. 1 – 11.
12. Craig, C. & **Orland-Barak, L.** (2014). International Teacher Education Part A: Promising Pedagogies Concluding Chapter. In: C. Craig & L. Orland-Barak (Eds.) *Advances in Research on Teaching*, Volume 22A, 447-462.
13. Craig, C. & **Orland-Barak, L.** (2015). International Teacher Education Part B: Promising Pedagogies Introduction. In: C. Craig & L. Orland-Barak (Eds.) *Advances in Research on Teaching*, Volume 22B, 1-5.
14. **Orland-Barak, L.** & Craig, C. (2015). International Teacher Education Part B: Promising Pedagogies Concluding Chapter. In: C. Craig & L. Orland-Barak (Eds.) *Advances in Research on Teaching*, Volume 22B, 439-451.
15. **Orland-Barak, L.** & Craig, C. (2015). International Teacher Education Part C: Promising Pedagogies Foreword. In: C. Craig & L. Orland-Barak (Eds.) *Advances in Research on Teaching*, Volume 22C, pp. 1-10.
16. Craig, C. & **Orland-Barak, L.** (2015). International Teacher Education Part C: Promising Pedagogies Concluding Chapter. In: C. Craig & L. Orland-Barak (Eds.) *Advances in Research on Teaching*, Volume 22C, 365-377.
17. Craig, C. & **Orland-Barak, L.** (2015). International Teacher Education Part A, B & C: Promising Pedagogies Series Concluding Chapter. In: C. Craig & L. Orland-Barak (Eds.) *Advances in Research on Teaching*, Volume 22C, 379-387.
18. Craig, C. & **Orland-Barak, L.** (2015). Deaning: Duty and Desire. In R. T. Clift, J. Loughran, G. E. Mills, & C. J. Craig, (Eds.) *Inside the Role of Dean: International Perspectives on Leading in Higher Education* (pp. 176-187). New York: Routledge.
19. **Orland-Barak, L.** (2016) . Mentoring. In: J. Loughran, and M. L. Hamilton (Eds.) *International Handbook of Teacher Education [volume II]* (pp.105-141). Singapore: Springer Publications.
20. **Orland-Barak, L.** (2017). Instruction and Mentoring in Teacher Education. In: A. Kasher (Ed.) *Hebrew Encyclopedia*. Jerusalem: Shoken Publishing [In Hebrew].

21. **Orland-Barak, L.** (2017). Introductory Chapter III: Teacher Agency. In: D. J. Clandinin, & J. Hsu (Eds.) *International Handbook of Research on Teacher Education*. Sage Publishers. (15 pages).
 22. **Orland-Barak, L.**, Lavrenteva, E. (2019). "Global Orientations, Local Challenges, and Promises in Initial Teacher Education". In J. Lampert (Ed.) *Oxford Research Encyclopedia of Education*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.ORE_EDU-00771.R1
 23. Kizel, A., **Orland-Barak, L.** (2019). From Traditional to Dialogical-Reflective Teacher Training: The case of Teacher Education in Israel. In J. W. Fraser & L. Lefty (Eds.) *Teaching the World's Teachers: A History, 1970-2017*. Forthcoming Baltimore: Johns Hopkins University Press.
 24. **Orland-Barak, L.**, & Mazor, E. (2019). Beyond the Observed in Cross-Cultural Mentoring Conversations. In J. Mena, A.G. Vacarel, F.G. Penalvo (Eds) *Teachers' Professional Development in Global Contexts* Leiden, The Netherlands: Brill | Sense. doi: https://doi.org/10.1163/9789004405363_012.
 25. **Orland-Barak, L.** (2019). Discussion: Teacher Learning in Community: Premises, Promises and Challenges. In Y. B. Kolikant, D. Martinovic, M. Milner-Bolotin (Eds.) *STEM Teachers and Teaching in the Era of Change: Professional expectations and advancement in 21st Century Schools*. Springer Nature Switzerland AG.
 26. **Orland-Barak, L.** (2019). Introduction to part 4: The Israeli context. In K. Smith, M. Ulvik & I. Helleve (Eds.) *Lessons learned from novice teachers: The Israeli perspective*. Leiden/Boston: Brill Sense.
 27. Nasseraldeen, H., Goldberg, T., & **Orland-Barak L.** (2021). Workplace learning and the practice of agency in the first two years of teaching: The case of Arab novices in Israel. In J. Mena, A. Clark (Eds.) *Teacher Induction and Mentoring*. Palgrave Studies on Leadership and Learning in Teacher Education. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-79833-8_2
 28. **Orland-Barak, L.** (2023). Mentoring "in the time of cholera": Perspectives, promises and challenges in the preparation of mentors for diversity in the new digital teacher learning space. In R.J. Tierney, F. Rizvi, K. Erkican (Eds.) *International Encyclopedia of Education, vol. 5*. Elsevier, pp. 729–739. <https://dx.doi.org/10.1016/B978-0-12-818630-5.04074-4>.
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Summary of my Activities and Future Plans

1. Research

My research activities lie in three complementary areas within the field of Teacher Education: **Mentoring** and the development of expertise, **learning by professionals** and **learning in the workplace**. My professional work is grounded in a strong ideological, educational, and pedagogical position on the crucial importance of the applied conceptualization of teacher learning and teacher education or, put differently, on the need for grounding theory in practical action. My own initial teaching and mentoring experience, during my doctoral studies, became a strong incentive to engage in systematic examination of mentoring and teacher learning in teacher education. I realized that the field needed to develop a multidisciplinary research agenda to provide evidence-based insights into questions related to the nexus of educational, pedagogical, moral, and political commitments that shape the work of teaching and teacher education. The empirical knowledge accumulated since my doctoral studies and throughout my career has contributed to new conceptualizations, analytical frameworks and methodological practices in the field, and is open to constant scrutiny and on-going re-examination.

Mentoring and the development of expertise

My doctoral dissertation, completed in 1997, marked the beginning of my research commitment to the study of mentoring. Focusing on learning to mentor, the findings of my study suggested that the passage from being a teacher of children to becoming a mentor of adult teachers is a highly conscious and gradual process of reorganizing and reconstructing beliefs and understandings from one professional domain to another. Conceptualized as analogous to learning a second language of teaching, the findings of my 1997 study were disseminated in several publications at the time (e.g. D3; D4; D5). Years later, and informed by important findings from studies conducted in other contexts and by my own investigations, my conceptualization of the passage to mentoring expertise broadened to include a view of the practice as socially constructed and understood within the particular community within which it is created and sustained, underscoring issues of morality, expertise, context, political conditions and power relations that play out in mentored learning and in learning to mentor (e.g. D16; D17). This expanded perspective called for broadening the focus of investigation from the acquisition of skills to how the contexts within which mentors work shape the character of their work, the practices that they develop, and the nature of the passage from school teaching to effective mentoring. The notion of learning in praxis, stressing the complexities of the meeting between ideologies and action in a particular institutional, cultural, and historical context thus became central to my post-doctoral investigations. My evolving understanding of learning-to-mentor as an intellectual, cultural and contextual activity culminated in the publication of my authored book *'Learning to mentor-as-praxis: Foundations for a curriculum in teacher education'*, New York: Springer Science & Business Media (B2). Drawing on socio-cultural perspectives on professional learning, the book offers a new conceptualization of the practical and discursive character of mentoring, underscoring learning to mentor as the development of an interrelated set of competencies rather than as a straightforward process of acquiring discrete skills. The book was awarded the *Exemplary Research in Teaching and Teacher Education Award* at the 2010 American Educational

Research Association Annual Meeting for the advancement of knowledge in the field of mentoring in teaching and teacher education.

Following this work, I have extended the above perspective to include the development of professional expertise, the study of collaborative knowledge construction in professional conversations, methodological conceptualizations on the study of professional learning and ethical and cultural groundings of mentoring and mentored learning and their effects on teaching. These research foci are reflected in the MA and Phd dissertations of my students, many of which have been published in leading journals (D11; D27; D31; D37; D39). Drawing on qualitative-interpretative paradigms of research, these studies integrate emic and etic approaches to data collection, analysis and interpretation, including the use of multiple methods of data triangulation: semi-structured interviews-as-conversations; methodology of critical incidents, observations, methodologies of visual literacy, simulated video recall and narrative. Additional publications delve, in addition, into aspects of mentoring-as-praxis that relate to historical, cultural and disciplinary aspects of mentoring, while also examining the use of innovative methodological tools and frameworks adapted from Critical Discourse Analysis, Cultural Historical Activity Theory and visual methodologies (D14; D29; D32; D33; D36).

Mediated Professional Learning and the Study of Teacher Education Pedagogy

I also have become particularly engaged in studying how professional mediation is understood and manifested in the design of pedagogies and methodologies in teacher education curricula across cultural and geographical contexts. Two major publications and projects reflect this direction:

- (1) A three-volume Handbook (co-edited with Professor Cheryl Craig) entitled "*The Handbook of International Pedagogies*" published by Emerald Press (B5; B6; B7). The three-volume handbook (around 460 pages each) critically explores the design and enactment of researched innovative pedagogies in teacher education in 36 countries. The Handbook constitutes a first attempt at a global survey of teacher-education pedagogies with a focus on cultural, practical, theoretical and policy perspectives, as these pedagogies operate in particular local settings. The publication was followed in January 2017 by an international conference that brought together in the University of Haifa some of the chapter contributors. The participants drew on the research presented in the three-volume handbook towards the development of an international research agenda on 'Promising pedagogies in International Teacher Education' (in progress).
- (2) A recently published authored book (2017) *Methodologies of Mediation in Professional Learning*, published by Springer (B3), where I am main and leading author in collaboration with Dr. Ditzza Maskit. The book offers a heuristic, conceptual framework for understanding the theoretical roots, the processes and pedagogies, and expected outcomes of nine recognized methodologies of mediation in teacher learning: The story, the visual text, the case, the video, the simulation, the portfolio, lesson study, action research and communicative technologies.

Teacher Learning and Performance in the Workplace

Connected to the above line of inquiry on the mediation of professional learning, I have also recently focused extensively on investigating how workplace context mediates the learning of novice teachers in the initial stages of their careers. This has been enabled by a three-year research grant that I have led (together with Dr. Tzafrir

Goldberg), funded by the Israeli Science Foundation (ISF). The ISF research project, titled "*From teacher learning to teacher performance*", adopts an ecological perspective and employs mixed methods to identify patterns of learning, environmental effects on patterns of teacher learning and the connections of all these to observed teacher performance. An additional ramification of my study of learning in the workplace pertains to student teacher learning in field-practice. Following this line of inquiry, and focusing on pre-service education, I have published several studies that shed light on how practice, as a context for learning, influences student teacher learning (D20; J1; J2).

Mentoring and Teacher Learning in the Hybrid Practice Teaching Space

Since the outburst of COVID 19 , and in collaboration with Dr. Ron Blonder from the Weitzman Institute of Science, Dr. Alona Forkush from Lewinsky College of Education and Dr. Alexandra Saad for the University of Haifa , we are leading a three stage large-scale mixed method study aimed at (1) identifying and describing the knowledge domains that expert teachers developed during the transitioning to the digital teaching space and (2) on the basis of the findings from the first stage, to propose a model of teacher learning in the hybrid practice teaching space. The study aims at shedding light on the domains of knowledge that need to be developed in teacher education for learning to teach and for mentoring in the hybrid practice teaching space. As such, it establishes new and meaningful links between research, policy and practice through the development of a clinical hybrid practice teaching model that is researched, implemented and evaluated in diverse teacher education contexts throughout the country.

Parallel to this study, I am conducting a comprehensive on-going mixed methods study in collaboration with Dr. Alexandra Saad at the University of Haifa, to explore how Arab mentors in teacher education institutions in Israel developed and enacted adaptive expertise practices to manage the passage to on-line mentoring brought about by the COVID-19 pandemic. Combining conceptualizations and empirical work on adaptive expertise with cultural theory, we investigate the ways in which mentors adapted their roles and practices to manage the challenges brought about by the new teaching and mentoring reality.

Summary: Visibility and Impact

I take the above facts as evidence of my work's impact in the context of Higher Education and Professional Education. I see as some of the highlights of this process the two authored books , the three-volume edited Handbook, two comprehensive review and conceptual chapters in leading books and handbooks (E3; E5; E6; E9; E10; E19) and publications in leading journals in the field of teacher education. In this context, let me also mention my active role as associate editor in mainstream journals, two of which rank amongst one of the most recognized journals in the field (TATE and JTE [both Q1]). As mentioned earlier, I also have a record of on-going keynote and invited talks in international and national research universities and centers, as well as in conferences of leading associations that relate to my field.

2. Teaching

The courses that I have created and taught during the years also reflect my attempt to translate my research on mentoring and professional learning into undergraduate and graduate courses, seminars and curricula. In this context, I developed the first MA thesis track in Mentoring. This track, created more than a decade ago, has attracted numerous graduate students who now hold leading positions as pedagogical

tutors and mentors, coordinators, school leaders and curriculum developers at the Ministry of Education, in academic colleges, at universities and in schools. During my teaching career I have twice received Excellence in Teaching Awards at my university. As my vita attests, I also a considerable record of MA and PhD student supervisions in my field of research.

3. Service National

I have served as leading academic consultant for the design and establishment of numerous curricular programs for the academic accreditation and induction of teachers, teacher educators and mentors in the Israeli school system and in Higher Education programs. I also served for a decade as Head of the National Advisory Committee for Teaching English as a Foreign Language in Israel. I have also been actively involved in Malag (Council for Higher Education) committees for the accreditation of education and teacher education programs in Israel; in Executive Academic Advisory Boards of the Ministry of Education and in the committee of the EMET Prize for Art, Science and Culture in Israel. At present, since the outburst of COVID 19. I have led and been actively involved in leading task-force committees on teacher education initiated by the Ministry of Education as well as in my role at university as Dean of the Graduate Studies Authority.

University

In the context of Higher Education in the University of Haifa, as evidenced in my CV, I have served in significant leadership positions, with my service strongly influenced by the insights gained from my research. In particular, I should mention two major leadership roles and a newly elect one:

- (1) During my six-year tenure as Head of the Department of Learning, Instruction and Teacher Education at the Faculty of Education, I initiated and led development of innovative curricula for the graduate and undergraduate tracks and learning in the workplace curricula at undergraduate, professional and graduate levels. Several major reforms include the initiation, development and dissemination of a new curriculum for undergraduate and graduate programs in teaching, teacher education and mentoring (first graduate thesis-track program in the country) and the development of a new curriculum for practice teaching towards a teaching certificate, structured around the concept of Professional Development Schools (PDS) (also the first and only one functioning at university level).
- (2) After six years as Department Head I was elected Dean of the Faculty of Education. Again, my research experience and focus have been invaluable for the development of research-based educational projects and partnerships between the Faculty and schools/professional educational centers in the different areas of study pursued by faculty members. Specifically, in the area of mentoring and mentored learning, I have developed a unique framework for the enhancement and academic development of doctoral students at the faculty of education. This initiative is led by a group of selected doctoral students at the faculty. The group operates as an active, dynamic and energetic learning community. It constitutes an on-going academic and professional synchronic and asynchronic network of support and organizes annual conferences for all doctoral students.

(3) As Dean of the Graduate Studies Authority of my university for the past five years, I have drawn on my research in mentoring and teacher education to promote and disseminate innovative support and pedagogical frameworks for all graduate students from the different disciplinary faculties. Within this role, I have launched numerous initiatives for the enhancement of academic excellence and professional development of graduate students and faculty members.

4. Future Plans: The Study of Professional Learning and Education Across Contexts Professions

(1) As a natural extension of my research on teacher education, I plan to establish a platform for academic discussion and for the study of teacher education in an era of globalization and immigration across nations. My aim is to develop a comprehensive model for professional learning. Focusing on pre-service, in-service learning in the workplace and in the context of induction, I aim to further knowledge and understanding of the purpose, character, quality, and practice of teacher education for the professional development of teachers. This work may also have implications for other professional fields such as nursing, engineering, social work, and the arts and sciences.

(2) I intend to continue the above lines of research with an eye toward extending the systematic study of professional learning and education across professions and academic domains. One line of study began has been pursued by one of my graduate doctoral students (Dr. Ayelet Becher) who examined interrelations between practice, research and policy in university practicum curricula in two professions: Teaching and Social Work. Another doctoral student is investigating case-based reasoning as an aspect of workplace learning among novice teachers and novice lawyers during internship. I hope to extend this line of research towards the future establishment of an Institute/Center aimed at systematically studying, developing and implementing models of professional learning, geared to the acquisition of 21st century competencies and skills. I envision the center as a joint collaboration with a variety of countries and nations, one that crosses cultural and geographical areas and that pursues the establishment of sustainable and meaningful connections between research, policy and practice.