

CURRICULUM VITAE AND LIST OF PUBLICATIONS

PERSONAL DETAILS

Name: Halleli Pinson

Date and place of Birth: 27/06/1973, Dijon, France

Date of immigration: September 1974

Regular military service: November 1992 –September 1994.

Address and telephone number at work: Department of Education, Ben-Gurion

University of the Negev, P.O.B. 653, Beer-Sheva 84105, Israel Telephone

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EDUCATION

B.A. - 1995-1998 – Tel-Aviv University - Human Development in Education and Political Science

MPhil. - 1999-2000 – University of Cambridge – Faculty of Education, Educational Research

Name of advisor: Prof. Madeleine Arnot

Title of thesis: The Role of Citizenship Education in Multi-Cultural Society and Nation-Building State: the case of Israel. Final grade– ‘A’.

Ph.D - 2000-2004 – University of Cambridge – Faculty of Education

Name of advisor: Prof. Madeleine Arnot

Title of thesis: Rethinking Israeliness: Citizenship Education and the Construction of Political Identities by Jewish and Palestinian Israeli Youth

Other Education and Training

2004 Advanced Research Method Course: Quantitative Methods, Faculty of Education, University of Cambridge.

2003 Advanced Research Method Course: Ethnography, Faculty of Education, University of Cambridge.

2000 Certificate of Proficiency in English, University of Cambridge, Local Examinations Syndicate.

EMPLOYMENT HISTORY (in reverse chronological order, including sabbatical leave)

Jan 2012 – present	Senior Lecturer	Ben-Gurion University of the Negev, Department of Education
Oct. 2007 –Jan 2012	Lecturer	Ben-Gurion University of the Negev, Department of Education
Oct. 2005- June 2007	Teaching Associate	Haifa University, Faculty of Education
Oct. 2005- June 2007	Research Associate	Haifa University, the Centre for Jewish Education
Feb. 2005- June 2007	Teaching Associate	Haifa University, Overseas Department
Feb – June 2005	Teaching Assistant	Haifa University, Faculty of Education
Oct. 2004 – Sept. 2006	Post-Doctoral Fellowship VATAT	Haifa University Center for Jewish Education
Jan – Sept. 2004	Research Associate	University of Cambridge, Faculty of Education
Jan – June 2003	Tutor, Tripos Part II (Undergraduate).	University of Cambridge, Faculty of Education
Oct.2002 – June 2003	Teaching Assistant M.Ed Course	University of Cambridge, Faculty of Education

PROFESSIONAL ACTIVITIES (in reverse chronological order)(a) Professional functions outside universities/institutions

2004-2008 Member of the Critical Sociology of Education in Israel Research Group, The Van-Leer Jerusalem Institute.

2005 –present. Research Fellow, The Van-Leer Jerusalem Institute.

2006-2010 Co-chair, Research Group on Civic and Political Education, The Van-Leer Jerusalem Institute.

(b) Editor or member of editorial board of scientific or professional journalEditorial Board

2012 – present Race, Ethnicity and Education

2011 - present British Journal of Sociology of Education
2009 – present Power & Education
2009 – present Online Sociology

Ad-hoc reviewer:

Journal of Educational Review
Sociological Perspectives
Human Rights Review
Comparative Education Review
Oxford Review of Education
Journal of Education Policy
Compare

(c) Membership in professional/scientific societies

2002 – 2005	British Educational Research Association.
2007 – present	International Sociological Association
2008 – present	American Educational Research Association
2009 – 2010	UK Forum for International Education and Training
2010 – present	Comparative and International Education Society
2010 – present	World Council of Comparative Education Societies

EDUCATIONAL ACTIVITIES

(a) Courses taught

Qualitative Methodology in Educational Research – MA, Haifa University
and Ben-Gurion University

Educational Policy and School Practices – MA, Ben-Gurion University

Critical Theories in Sociology of Education – MA, Ben-Gurion University

Understanding Israeli Society through Israeli Cinema – BA and MA, Haifa
University and Ben-Gurion University

Sociology of Education: Social Differences and Education in Israel – BA,
Haifa University

Politics, Society and Education in Israel – BA, Haifa University and Ben-
Gurion University

Israeli Education System – BA, Ben-Gurion University

Education and Politics – BA, Ben-Gurion University

Citizenship Education – BA, Ben-Gurion University

(b) Research Students

1. Sarit Sela, M.A., Department of Education, Ben-Gurion University,
2010

2. Hagar Bakun-Mazor, the Program for Conflict Management and Resolution, Ben-Gurion University, 2011.
3. Dana Rosen, M.A Department of Education, Ben-Gurion University, 2012 (Expected)
4. Dani Satmary, M.A Department of Education, Ben-Gurion University, 2012 (expected)
5. Ido Avgar, M.A Department of Sociology, supervised together with Dr. Nitza Berkovitch, 2012 (expected)
6. Osnat Berman, M.A Department of Education, Ben-Gurion University, 2013 (expected).
7. Nehuray Elyakim, M.A Department of Education, Ben-Gurion University, 2013 (expected).
8. Yael Ruhrman, M.A Department of Education, Ben-Gurion University, 2013 (expected)
9. Hagar Shpiler, M.A Department of Education, Ben-Gurion University, 2013 (expected)
10. Hanita Hadad, PhD, Department of Education, Ben-Gurion University, supervised together with Prof. Yossi Yonah, 2013-4 (expected)

AWARDS, CITATIONS, HONORS, FELLOWSHIPS

(a) Honors, Citation Awards

2011	2 nd Prize, Best Book award for <i>Education, Asylum and the Non-Citizen Child</i> , awarded by the Society for Education Studies.
2006	Research Authority, University of Haifa, Award for receiving 'Very Good' for a research proposal submitted to ISF (Israeli Science Foundation), 4,500 NIS.
2006	Israeli-Anglo Association, Visiting Fellow Fund, £800
2004	Association for Israeli Studies, Travel Grant, \$800
2003	Association for Israeli Studies, Travel Grant, \$800
2002	University of Cambridge, Faculty of Education Travel Grants, £500
2002	Association for Israeli Studies, Travel Grant, \$800
2002	University of Cambridge, Faculty of Education Travel Grants, £500
2002	Wolfson College, University of Cambridge, Travel Grant, £500.
2001	Cambridge Overseas Trust, ORS equivalent (studentship) £5000 (\$9,000)

- 2000 David Asseo Foundation, Graduate Scholarship, £6,000 (\$11,000)
- 1999 David Asseo Foundation, Graduate Scholarship, £6,000 (\$11,000)
- 1999 Cambridge Overseas Trust, Graduate Scholarship, £4000 (\$7,300)

(b) Fellowships

- 2008-2011 Alon Fellowship, Council for Higher Education
- 2004-2006 The Research Authority, University of Haifa, about 14,000\$ (62,000 NIS) per annum, Post-Doctoral Fellowship (VATAT).
- 2001 Wingate Foundation, Graduate Fellowship about 11,000\$ (£6,000)

SCIENTIFIC PUBLICATIONS(a) Authored books

1. Pinson, H, Arnot, M. & Candapape, M. (2010) *Education, Asylum and the Non-Citizen Child: The Politics of Compassion and Belonging* London: Palgrave Macmillan Publication.

(b) Editorship of collective volumes

1. Alexander, H., Pinson, H. and Yonah, Y., (2010) (Eds.) *Citizenship, Education and Social Conflict: Israeli Political Education in Global Perspective* New York: Routledge, Research in Education Serious.

(c) Chapters in collective volumes - Conference proceedings, Festschrifte, etc.

1. Pinson, H. (2004). The new citizenship curriculum in Israel: Between democracy and Jewishness- Dilemmas of policy-makers. In Etkinson, E., Satterthwaite J., and, W. Martin *Discourse, Power, Resistance*, Stoke on Trent: Trentham Books (this is a peer reviewed collection).
2. Pinson, H. (2006). Universalism and Particularism: challenges in the citizenship education curriculum in Israel in D. Avnon (Ed.) *Civic Tongue in Israel*. Jerusalem: The Hebrew University Magnes Press (Hebrew).
3. Alexander, H., Pinson, H. and Yonah, Y. (2010) Introduction: Theories of conflict and citizenship education, in H. Alexander, H. Pinson, and Y. Yonah, (Eds.) *Citizenship Education and Social Conflict: : Israeli Political Education in Global Perspective*. New York: Routledge, Research in Education Serious.
4. Pinson, H. (2010) One Civic Curriculum, Different Civic Visions, in H. Alexander, H. Pinson, and Y. Yonah, (Eds.) *Citizenship Education and Social Conflict: : Israeli Political Education in Global Perspective*. New York: Routledge, Research in Education Serious.
5. Alexander, H., Yonah, Y. and Pinson, H (2010) Transforming social conflict - The burdens and dilemmas of citizenship education in Israel in H. Alexander, H.

Pinson, and Y.Yonah, (Eds.) *Citizenship Education and Social Conflict: : Israeli Political Education in Global Perspective*. New York: Routledge, Research in Education Series.

6. Pinson, H. (2012) Neo-liberalism and discourses of meritocracy in Arab Education in Israel: A micro-political analysis, in Y. Yonah and N. Mizrahi and Y. Feniger (Eds.), *Dividing practices in the Israeli education system* Jerusalem: The Van-Leer Jerusalem Institute (Hebrew)
7. Arnot, M., Pinson, H. and Candappa, M. (in print 2012) Global Migration, National Belonging and the Rights of Asylum-Seeking and Refugee Children within the Neo-Liberal State and the Inclusive School, in: H.B. Holmarsdottir, and H. Biseth (Eds) *Human Rights and Education* Volume II, Rotterdam: Sense Publication (a peer reviewed conference proceeding)
8. Candappa, M., Arnot, M., and Pinson, H. (forthcoming) 'I don't know how you can say 'no' to them really': Citizen Students negotiating the social morality of asylum, in: L. Chisholm and V. Deliyianni, (eds.) *Changing Landscapes of Childhood and Youth in Europe*, Cambridge: Cambridge Publishing Scholars.

(d) Refereed articles and refereed letters in scientific journals

1. Pinson, H. (2004) Conflict, violence and militarization in education (Review Essay). *British Journal of Sociology of Education*, Vol.25: 663-672
2. Pinson, H. (2005).Between democracy and Jewishness: challenges and tensions in the citizenship education curriculum in Israel, *Politika.*, Vol.14 Summer, 9-24 (Hebrew).
3. Pinson, H. (2007). Inclusive Curriculum? Challenges to the Role of Citizenship Education in a Jewish and Democratic State. *Curriculum Inquiry* Vol.34:351-382.
4. Pinson, H. and Arnot, M. (2007). The Sociology of Education and the Wasteland of Refugee Education (Review Essay) *British Journal of Sociology of Education* Vol.28:399-407
5. Pinson, H., (2007). At the boundaries of Citizenship: Palestinian Israeli Citizens and the Civic Education Curriculum. *Oxford Review of Education* Vol. 33: 331-348.
6. Pinson, H., (2008).The excluded citizenship identity: Palestinian/Arab Israeli young people negotiating their identities. *British Journal of Sociology of Education* Vol.29: 201-212.
7. Pinson, H. (2009) A Unified curriculum for all? A critical glance into Israeli high-school curriculum in civic education, *Alpaim*, Vol. 34 (Hebrew).
8. Pinson, H. (2009) Being (excluded) citizens in Israel – a Jewish and democratic state: Palestinian Israeli high-school students talking citizenship. *Alnabras*, Vol. 5: 3-20 [Hebrew]
9. Arnot, M., Pinson, H. and Candappa, M. (2009) Compassion, caring and justice: teachers' strategies to maintain moral integrity in the face of national hostility to the 'non-citizen', *Education Review*, Vol. 61:249-264.
10. Pinson, H. and Arnot M. (2010). Local Conceptualisations of the Education of Asylum-Seeking and Refugee Students: from hostile to holistic models. *International Journal of Inclusive Education*; in hard copy Vol. 14(3): 247-267. iFirst article, 1-20., July, 2009

11. Pinson, H., Levy, G., and Soker, Z. (2010) Peace as a surprise, peace as a disturbance: The Israeli-Arab conflict in official documents *Education Review*, Vol. 62 (3): 255-269
 12. Agbaria, A., Pinson, H. (forthcoming) When Shortage Coexists with Surplus of Teachers: The Case of the Arab Teachers in Israel, *Diaspora, Indigenous, and Minority Education*
- (e) Published scientific reports and technical papers
1. Aront, M. & Pinson, H. (2004) *The Education of Asylum Seeker and Refugee Children: A Study of LEA and School Values, Policies and Practices'* Cambridge: Cambridge University, Faculty of Education (Policy Report), 71pp.
<http://www.educ.cam.ac.uk/download/AsylumReportFinal.pdf>
- (f) Unrefereed professional articles and publications
1. Pinson, H. (2004) Race, Masculinity and Education: Muslim boys and Education(Book Review), *Journal of Education Policy*, Vol.19(6), pp. 741-74

LECTURES AND PRESENTATIONS AT MEETINGS AND INVITED SEMINARS

- (a) Conference's Organizer
- 2005 *The International Conference on Citizenship Education in Conflicted Societies*, Jerusalem and Haifa, Israel, 29 May – 1 June 2005 Conference Coordinator and Organizer (with Prof. Alexander and Prof. Yonah).
- (b) Chair or organizer of conference's symposiums
- 2004 Educating Citizens. Presented, *CamERA*, Cambridge, UK (Symposium Organizer)
- 2004 Academic Contribution to Civic Education: The Israeli Experience in Comparative Context, *The 20th Annual Conference of the Association for Israeli Studies*, Jerusalem, Israeli (Symposium Organizer and Chair).
- 2004 Researching Citizenship Education, *British Educational Research Association Annual Meeting*, Manchester, UK (Symposium Organizer)
- 2006 The Dovrat Report: Critical Sociological Analysis into Continuity and Change in Israeli Educational Policy. *AERA Annual Meeting*, San-Francisco, CA (Symposium Organizer, was not present at the conference)
- 2007 Exploring Belief and Unbelief in Democratic Schooling in the Religion, *Spirituality and Character in Democratic Education Conference*, St. Edmond College, Cambridge (Symposium Chair).
- 2009 In Search of the Progress in the Education Market, *The 10th UKFIT International Conference on Education and Development*, New College, Oxford (Symposium Chair).

2010 Who knew it will be like that: the research process as a dynamic process, *The Forth Israeli Conference for Qualitative Research*, Ben-Gurion University, Israel (Symposium Chair).

(c) Presentation of papers at conferences/meetings (oral or poster)

1. Pinson, H. 2002. Between Particularistic and Universalistic Curriculum – the Politics of Citizenship Education in Israel: Dilemmas of Policy-makers. Presented at The Annual Conference of the British Educational Research Association, Exeter, UK.
2. Pinson, H. 2002. Changes in Citizenship Education in Israel – Analysis of Seven Citizenship Textbooks. Presented at The Annual Conference of the British Educational Research Association, Exeter, UK.
3. Pinson, H. 2002. Challenges for Citizenship Education in a Deeply Divided Society: Analyzing Israeli Citizenship. Presented at The 97th Annual Conference of the American Sociology Association, Chicago.
4. Pinson, H. 2002. The Different Discourses of Citizenship as they are Constructed by Jewish and Arab Students in Israel and the Challenges they Pose for Citizenship Education. Presented at Youth, Citizenship and Social Change, Annual meeting of the ESRC Research Programme on Youth, Keele, UK.
5. Pinson, H. 2002. Rethinking Israeliness: Perspectives of Jewish and Arab High-school Students. Presented at The 18th Annual Conference of the Association for Israeli Studies, Vail, Colorado.
6. Pinson, H. 2003. Who is Israeli? Perspectives of Jewish and Arab High-school Students in Israel. Presented at The Annual Conference of the British Sociology Association, York, UK.
7. Pinson, H. 2003. The New Citizenship Curriculum in Israel: Between Democracy and Jewishness- Dilemmas of Policy-maker. Presented at Discourse, Power, Resistance II, Plymouth, UK.
8. Pinson, H. 2004. Tensions and Challenges to the Role of Citizenship Education in a Deeply Divided and Conflict-Ridden Society: the Case of Israel. Presented at The Annual Conference of the British Educational Research Association, Manchester, UK.
9. Pinson, H. 2004. Transversal Citizenship and Radical Democracy and their Relevance for Citizenship Education in Israel. Presented at The 20th Annual Conference of the Association for Israeli Studies, Jerusalem.
10. Pinson, H. 2004. From Collectivistic to Individualistic Identity and Back: Jewish and Palestinian Israeli Youth Discuss their Identities. Presented at The 20th Annual Conference of the Association for Israeli Studies, Jerusalem.
11. Pinson, H. & Arnot, M. 2004. The Invisibility of Refugee and Asylum Seeking Children in Educational Research and Policy– Setting up a New Agenda. Presented at Education, Counseling and Social Work as Factors in the Integration of Immigrants and Refugees in Multicultural Societies, Warsaw.

12. Pinson, H. 2004. One Citizenship Education Curriculum in a Segmented Educational System: the case of Israel. Presented at Discourse, Power and Resistance, Plymouth, UK.
13. Pinson, H. 2004 Palestinian/Arab Israelis High-school Students Negotiating the Meaning of being Israeli and being Palestinian. Presented at CamERA, Cambridge, UK.
14. Pinson, H. 2005. At the Boundaries of Citizenship: Palestinian Israeli Students and the Citizenship Education Textbook. Presented at The International Conference on Citizenship Education in Conflicted Societies, Jerusalem and Haifa.
15. Pinson, H. 2006. Palestinian, Muslim Israeli Students Negotiate their Identities. Presented at the Changing Identities Over Time and Place, Haifa University, Haifa.
16. Pinson, H. 2006. Using qualitative Methods to Evaluate the Methodological Training of M.A Students in Education. Presented at The Second Israeli Interdisciplinary Conference for Qualitative Research, Tel-Aviv
17. Pinson, H. 2006. Civic Involvement and the "Good Citizen" in the Dovrat Report: Between Market Economy and Nationhood. Presented at AERA, San-Francisco, CA.
18. Pinson, H. 2007. Inclusive curriculum? Challenges to the role of civic education in a Jewish and democratic state. presented at *International Sociological Association Research Committee on Sociology of Education Mid-Term Conference*, Cyprus.
19. Klein S, Pinson, H., and Mor, M. 2008. Using visual representations as a research, evaluative and reflexive method in qualitative training of M.A Students in Education. Presented at The Third Israeli Interdisciplinary Conference for Qualitative Research, Ben-Gurion University.
20. Candappa, M., Arnot, M., and Pinson, H. 2009. Compassion, justice and relations between citizen and 'non-citizen' children: asylum-seeking and refugee students in British schools. Presented at the BERA annual meeting, Manchester, UK.
21. Pinson, H. and Agbaria, A. 2009. Creating a Palestinian Elite or Competitive Individuals? Local Politics of Neo-Liberalism in Arab Education in Israel Presented at the 10th UKFIT International Conference on Education and Development, Oxford, UK.
22. Klein, S. and Pinson, H. 2009. The use of visual representations as teaching, reflective and research tools, presented at the 1st International Visual methods Conference, Leeds
23. Pinson, H., Levy, G., Gross, Z., and Soker, Z. 2009. Official educational discourses on teaching the Israeli-Arab conflict Presented at the 25th AIS annual conference.
24. Pinson, H. 2009. Neo-liberalism and practices of tracking in an Arab school in Israel: Between control and empowerment Presented at AERA annual meeting, San-Diego.
25. Agbaria, A. and Pinson, H. 2010. Neo-liberal Islamic Education: The Case of Arab Education in Israel. Presented at the BERA annual Conference, Warwick, UK.

26. Pinson, H., Arnot, M., and Candappa, M. 2010. Educating the 'non-citizen' child: the politics of compassion and belonging in the UK. Presented at the CIES annual conference, Chicago, USA.
27. Pinson, H. Arnot, M., and Candappa, M. 2010. Global conflict and the rights of asylum-seeking and refugee children within the neo-liberal state and the inclusive school. Presented at the WCCES annual conference, Istanbul, Turkey.
28. Pinson, H. and Agbaria, A. 2011. Neo-liberalism Islamic Education: The Case of Arab Education in Israel. Presented at the AERA annual conference, New-Orleans, UK
29. Pinson, H. and Agbaria, A. 2012. Neo-liberalism in Arab Education in Israel. Presented at the CIES annual conference, San Juan, Puerto Rico.

(d) Presentations at formal international seminars and workshops

- 2007 The Impacts of National Identities for European Integration as a Focus of Citizenship Education. Expert Workshop, NECE, Tallinn.
- 2008 Pacification through Education, International Workshop organized by the Office of the Chargé de Mission to UNESCO for the Right to Education, Jerusalem

(e) Presentations at informal seminars and workshops

- 2004 Three Different models of Citizenship Identity: secular Jews, religious Jews and Palestinian students in Israel discuss their political identities. JFJFP Annual Meeting, London, UK.
- 2005 Citizenship Democratic Education – Challenges, Gilo Centre, Graduate Program, The Hebrew University, Jerusalem, Israel.
- 2005 LEAs' Perception of the Education of Asylum Seeker and Refugee Children: Five Different Conceptual Models, GTC Network Day- Achieve, London, UK.
- 2006 Multiculturalism and Israel as a Multicultural society, Workshop, Overseas Department University of Haifa, Haifa Israel.
- 2006 The Power of Words: Discourse Analysis, Workshop for PhD students, Haifa's Research Method Forum, University of Haifa, Haifa, Israel.
- 2006 Different Approaches to Citizenship Education Workshop, Seminar for Citizenship Teachers, The Unit for teachers' education, University of Haifa, Haifa, Israel.

(e) Seminar presentations at universities and other education institutions

- 2002 Different Discourses of Citizenship as they are Constructed by Secular Jews, Religious Jews and Palestinian High-School Students in Israel. Departmental Seminar, School of Education, Hebrew University, Jerusalem, Israel.
- 2003 Constructing the Relationship between Citizenship and Nationhood: Perspectives of Secular Jews, Religious Jews and Palestinian students in Israel. Research Colloquium, Wolfson College, Cambridge, UK.
- 2005 Yong Israelis Construct their Citizenship and National Identities and Challenges for Citizenship Education. Faculty Seminar, Department of Education Ben-Gurion University of the Negev, Be'er Sheva, Israel.
- 2005 The Construction of Political Identities among Israeli Youth and Challenges for Citizenship Education' Faculty Seminar, Faculty of Education The Hebrew University, Jerusalem Israel.
- 2005 Yong Israelis Construct their Civic and National Identities and Challenges for Citizenship Education". Faculty Seminar, Faculty of Education University of Haifa, Haifa, Israel.
- 2008 'Academic Research is up here and the educational practice is down there' – The relevance of educational research to the field. Van-Leer Jerusalem Institute, Education in Israel: Crises and Challenges.
- 2009 Between citizenship and nationality: Israeli high-school students negotiate the meaning of being Israeli, Department of Education, Berkley University, CA.
- 2009 The relevance of educational research to educational practice, Teachers teachers in teacher colleges training, Mofet Institute, Tel-Aviv
- 2010 Researching the education of the 'non-citizen' child: the politics of compassion and belonging. Graduate Seminar, CUNY, NY.

RESEARCH GRANTS

- 2004 The GTC (General Teaching Council UK), Co PI with Professor Arnot. *Government Responses to the Education of Refugee Children in the UK*. Six Months about \$18,000 (£10,000).
- 2004 The Faculty of Education, University of Cambridge, Development fund (seed money). Co PI with Professor Arnot. *Local and Government Responses to the Education of Refugee Children in the UK*. Six Months, about \$9,000, (£5,000).

- 2006 Open University. PI, together with Dr. Levy (PI), Dr.Gross (PI). *Education and Conflict in Israel* PI . One Year about \$16,500 (70,000NIS).
- 2007 Open University. PI, together with Dr. Levy (PI), Dr.Gross (PI). *Education and Conflict in Israel* , One Year about \$12,500 (50,000NIS).
- 2007 Tammy Steinmetz Centre. PI together with Dr. Gross and Dr. Levy. *Education and Conflict in Israel*. One Year, about 7,000\$ (30,000 NIS)
- 2008 ISF. PI together with Dr. Ayman Agbaria. *School performance and parental involvement in Arab Education in Israel: The case of Umm El-Fahim*, Two years, about 8,000\$ (28,000 NIS).

PAPERS IN PREPARATION

Pinson, H. and Agbaria, A. Creating a Palestinian Elite or Competitive Individuals? Local Politics of Neo-Liberalism in Arab Education in Israel

Agbaria, A. and Pinson, H. The pedagogy of counter-knowledge: Arab civic education teachers making sense of their position.

Klein, S., and Pinson, H. The use of visual representations as a teaching, reflective and research tool.

PERSONAL STATEMENT AND INFORMATION ON MY SCIENTIFIC ACTIVITY AND RESEARCH PLANS

In the past five years, I have pursued a research agenda comprised of several research focuses, all linked to my concern, as sociologist of education, with educational policy discourses and the ways in which they are reinterpreted and recontextualized by various stakeholders (schools, teachers and students). My current and future research plan is also related to my ongoing interest in citizenship education in diverse societies and the ways in which schooling acts as a site where membership, belonging and political identities are formed. I am especially interested in the changes to the role of schooling in relation to citizenship and identity formation in the age of globalization and the dominance of neo-liberal policies.

As a doctoral student I won the very competitive Wingate scholarship and the Cambridge Overseas Trust scholarship. My PhD dissertation entitled '*Rethinking Israeliness: Citizenship Education and the Construction of Political Identities by Jewish and Palestinian Israeli Youth*' offered an original theoretical framework for analyzing the politics of citizenship, both at the official policy level (citizenship education curriculum and the Ministry of Education's policies) and the micro level (schools and students) using qualitative methodology and discursive analysis. Following the completion of my dissertation I have further developed these ideas and published them in edited collections (Pinson, 2004, 2005, 2010) and in highly respected peer-reviewed journals, Oxford Review of Education (Pinson, 2007), Curriculum Inquiry (Pinson, 2007) and British Journal of Sociology of Education (2008). In addition, I presented my work, in numerous international

conferences such as the annual conferences of ASA, AERA, BSA and BERA (British Educational Research Association).

Upon my return to Israel I won a two-year post-doctoral fellowship of the VATAT at Haifa University. During the first year of my post-doctoral fellowship, I initiated, planned and organized, together with Prof. Hanan Alexander and Prof. Yossi Yonah, as a collaboration between Haifa University and the Van-Leer Institute in Jerusalem, the *International Conference on Citizenship Education in Conflict-Ridden Societies*. The conference, which took place in May 2005, hosted some of the most prominent scholars in the field (Prof. Seyla Benhabib, Prof. Calros Torres, Prof. Peter McLaren, Prof. Madeleine Arnot, naming only few). Building on the success and impact of the conference, we have edited a collection which was published by Routledge last year (Alexander, Pinson and Yonah, 2010). In addition, in October 2006 I was invited to become a research fellow at the Van-Leer Institute in Jerusalem and to co-chair (with Prof. Alexander) a research group on citizenship education in Israel. The research group consisted of eleven scholars from different universities in Israel. The aims of the research group were threefold to: (a) offer analytical conceptualizations of the problematics of citizenship education in Israel; (b) set a research agenda as the first step for establishing citizenship studies as a field of research in Israeli academia; (c) conduct an empirical work that will map the main discourses and practices around citizenship education in Israel. More specifically, in 2007 the research group began a three-year wide study into the perceptions of teacher (as key informants) of the aims of citizenship education and their role in educating the future citizen. The study sampled teachers in different sites of the education system (pre-school, primary and secondary education; general, religious and Arab education and so on) using both qualitative and quantitative methods. Building on data collected from over 100 in-depth interviews and over 1000 questionnaire we are currently in the process of completing the data analysis. In next two years I am planning to work, together with Prof. Alexander and other members of the group on several publications including a report, journal articles and edited collection to be published by a leading publisher such as Routledge. Overall, my work on citizenship education and my attempts to establish it as a field of research in Israel have received considerable recognition in Israel and elsewhere and allowed me to position myself as an expert in the field. Attest to that is an invitation I received last year to participate in an open expert discussion of the Ministry of Education's citizenship curriculum committee.

In the past six years, I have also broadened my research interests and agenda. In 2004 I have began working (together with Prof. Arnot at the University of Cambridge) on a research project on the education of refugee and asylum-seeking children in the UK (funded by the Faculty of Education, University of Cambridge and the GTC). The research focused on the analysis of national and local educational policies in relation to asylum-seeking children. In 2006 we were joined by a third research, Mano Candappe, and together, we have published with Palgrave Macmillan Publication the *Education, Asylum and the Non-Citizen Child: The Politics of Compassion and belonging* (Pinson, Arnot and Candappa, 2010). The book exposes the tension between immigration policy, education policy and children's rights. It positions the discussion about the education of asylum-seeker and refugee children within the wider context of forced migration and human movement in the age of globalization and the role of state education and schooling in the age of this changing reality. Together with some journal articles (Pinson and Arnot 2007, 2010; and Arnot, Pinson and Candappa, 2009) it offers an original sociological analysis of forced migration and educational policy and a conceptual framework – the politics of compassion and belonging. Reviews of the book have called it 'a true eye opener' (Prof. Calros Torres, UCLA) and 'a bold, sophisticated and impressive book...' (Prof. David Gillborn, University of London). I intend in the future to continue following this line of research and our conceptual framework to other contexts (including the case of the children of foreign workers in Israel) and to use it as a basis for comparative research collaborating with researchers in other national contexts such as Germany and the US. I have joint the CIES (comparative International Education Society) and the WCCES (World Council of Comparative Education Societies) with the aim to further develop this line of research within a comparative angle. The membership in these associations will also allow me to pursue another line of research – peace and conflict education.

I have further developed my scope of research interests to include the role of schooling in preventing and maintaining different social conflicts and the ways in which official education policies and schools in Israel conceptualize and address different conflicts. Between 2005-2009 I have collaborated with four other researchers from different universities in Israel. We were awarded 70,000 NIS from The Open University and the Tami Steimmnetz Centre research grant to commence the first stage of the study – the analysis of the Ministry of Education's official policies. This stage included the analysis of the representation of the Israeli-Palestinian conflict in official Ministry documents over the past 30 years. A paper based on this part of the project was published in *Education Review* (Pinson, Levy, and Soker, 2010). We are currently analyzing and writing up the second phase of the study - qualitative data on teachers' and schools' perceptions of conflict, peace education and the role of schools. In the next two years we intend to complete the data analysis and focus on publishing journal articles based on that material.

Finally, my most current research interest is concerned with the changing role of schooling in the context of neo-liberal reforms and the formation of the consumer-citizens. I am especially interested in the implications of these discursive policy changes on minority education and more specifically on Arab education in Israel. This interest began while I participated in the critical sociology of education research group at the Van-Leer Jerusalem Institute. As part of my participation in this group, I have conducted a small research project on the micro-politics of neo-liberal educational policy and meritocracy in the Arab education system in Israel. This work has generated a chapter in the group's edited collection (Pinson, forthcoming) and a journal article which is currently under review (Pinson and Agbaria). I have decided to further develop this line of research and in 2008 together with Dr. Ayman Agbaria I have won an ISF grant for a project entitled: *School performance and parental involvement in Arab education in Israel: the case of Um-El Fahem*. In the past three years we have collected extensive ethnographic data on the education system in Um-El Fahem. We are currently entering the analysis phase and building on the depth and originality of the data we have collected the following years will be dedicated to publish several journal articles based on that research. The research has the potential to offer a new insight into the impact of neo-liberal reforms on minority education and hence to be of interest to the international scholarship. However, it also, together with other projected conducted by myself and Dr. Agbaria, challenges common analysis of Arab education in Israel, especially the control-mobility thesis. Therefore, we are planning a co-authored book, which will bring together our work on Arab education and offer an alternative framework. We are planning in the next academic year also to work on a book proposal that will be sent to a leading international publisher.

Building on my new interest in neo-liberal education policies and its implications and micro-politics, I am also planning to get involved in two additional projects in the following years. One in collaboration with Dr. Yariv Feniger and Dr. Ayman Agbaria that will look at gender differences and gender learner identities in the context of neo-liberal educational discourse in state, religious state and Arab education. The second project focuses on education and civil society as part of a Van-Leer research group chaired by Prof. Yossi Yonah. The project is intended to generate an edited collection which will be edited by Prof. Yonah, Dr. Agbaria and myself.