

CURRICULUM VITAE AND LIST OF PUBLICATIONS

• **Personal Details**

Name: Adam Lefstein

Date and place of birth: 12 May 1966, Chicago, IL, USA

Date of immigration: 14 December 1989

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

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

Telephone: 08-6428587; E-mail: lefstein@bgu.ac.il

Address and telephone number at home: Binyamini 2/18, Tel-Aviv; tel. 054-9457519.

• **Education**

B.A. 1985-1989, University of North Carolina at Chapel Hill, North Carolina,
International Studies (summa cum laude)

Name of advisor: Prof. V. William Balthrop

Title of thesis: Nuclear Weapons as Cultural Product: A critical
exploration of politics, myth and fiction

PhD 2002-2005, King's College London, Educational Studies

Names of advisors: Prof. Brian Street and Prof. Andrew Wright

Title of thesis: Teacher enactments of the English National Literacy
Strategy – an extended case study

Other Education

1999-2002 Bar Ilan University, Israel, Cultural Studies and Hermeneutics
(completed coursework for MA/PhD programme)

1997-1998 Tel-Aviv University, Sociology of Education
(completed prerequisites for postgraduate study)

• **Employment History**

2019-present Full Professor, Ben-Gurion University of the Negev, Department of
Education

2014-2019 Associate Professor (with tenure), Ben-Gurion University of the Negev,
Department of Education

- 2010-2014 Senior Lecturer, Ben-Gurion University of the Negev, Department of Education
- 2007-2010 Senior Lecturer in Education (Teaching and Learning in Classrooms), Institute of Education, University of London.
- 2006-2007 Academic Fellow in Pedagogy and Classroom Interaction, Oxford University Department of Educational Studies
- 2005-2006 ESRC Post-doctoral Research Fellow, Department of Education and Professional Studies, King's College London.
- 2000-2002 Director, Community of Thinking Programme, Branco Weiss Institute for the Development of Thinking, Jerusalem.
- 1997-2000 Professional Development Facilitator and Teacher, Branco Weiss Institute for the Development of Thinking, Jerusalem.
- 1997-1998 Schoolteacher, "Ofek" Elementary School, Jerusalem and "Gvanim" High School.
- 1991-1997 Education Officer, Israeli Defense Forces.

- **Professional Activities**

- (a) Positions in academic administration (departmental, faculty & university)

- 2018-2019 Chair, Department of Education Ben-Gurion University of the Negev (BGU)
- 2017-2018 Chair, Teacher Education Programme, Department of Education, BGU
- 2017-2018 Member, Faculty Planning Committee, Faculty of Humanities and Social Sciences, BGU
- 2015-2016 Member, Appointments and Promotions Committee, Department of Education, BGU
- 2015-2016 Chair, Teacher Education Programme, Department of Education, BGU
- 2014-2015 Chair, Doctoral Studies Committee, Department of Education, BGU
- 2012-2014 Co-chair, Departmental seminar, Department of Education, BGU
- 2011-2012 Chair, M.A. in Curriculum and Instruction, BGU
- 2011-2012 Member, Doctoral Committee, Department of Education, BGU
- 2009-2010 Member, Departmental Management Group, Department of Learning, Curriculum and Communication, Institute of Education, University of London

- 2007-2009 Course Leader, M.A. in Effective Learning, Institute of Education, University of London
- 2006-2007 Coordinator, Brown bag lunch seminar, Department of Education, Oxford University

(b) Professional functions outside universities/institutions

- 2019 Member of Advisory Committee to the Director-General of the Ministry of Education to review assessment policy for primary and middle schools.
- 2017-2019 Member of “Optimal management of professional development and training in the education system” expert committee, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities
(<http://education.academy.ac.il/english/ActionArea.aspx?AreaID=27>)
- 2012-2013 Steering committee member, “How can teachers learn from filmed lessons?” study group, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities
(<http://education.academy.ac.il/English/ActionArea.aspx?AreaID=19>)
- 2010-2013 Member of “A Proposal to Revamp Schooling for the 21st Century” expert committee, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities
(<http://education.academy.ac.il/English/ActionArea.aspx?AreaID=15>)
- 2010-2012 Member of the Peer Review College, Economic and Social Research Council (ESRC)
- 2007-2010 Assistant Director and Curriculum Coordinator, Ethnography Language and Communication Researcher Development Initiative (<http://www.rdi-elc.org.uk/>)

(c) Significant professional consulting

- 2015 Scientific Advisor for book, *Making School: Practical Knowledge about Pedagogical Leadership*, Avnei Rosh Institute for School Leadership
- 2013-present Central District of the Israeli Ministry of Education, District-wide strategy for developing pedagogical discourse

2011-2012	Branco Weiss Institute, Design of video-based teacher professional development programmes
2009-2011	Yad Hanadiv Foundation, Strategies for teacher professional development and educational improvement
2008	Learning to Learn Coalition of South Australia, Teaching for Effective Learning framework
2007	Navigator Schools Consortium, Victoria, Australia, Community of thinking model
2006	Department of Education and Training, Victoria, Australia, Pedagogy and educational improvement
2006	Learning to Learn Coalition of South Australia, Community of thinking model
2006	Oracle Asia-Pacific, "Ultranet" student learning portal
2006	CORE Education, New Zealand, Community of thinking model
2005	Learning Network, New Zealand, Community of thinking model
2004	Ultralab South, New Zealand, Community of thinking model

(d) Editor or member of editorial board of scientific or professional journal

English Teaching: Practice & Critique, Editorial review board member, 2018-present

Video Journal of Education and Pedagogy, Editorial board member, 2015-present

Studia Paedagogica, Editorial board member, 2014-present

Versita Education, Editorial Advisory Board member for books in education, 2013-present (Versita is an open access division of De Gruyter)

Teaching and Teacher Education, Editorial board member, 2012-present

Dialogic Pedagogy Journal, Editorial board member, 2012-2014

(e) Ad-hoc reviewer

Cambridge Journal of Education

Classroom Discourse

Critical Studies in Education

International Journal for Inclusive Education

International Journal of Educational Research

English Teaching: Practice and Critique

Journal of Curriculum Studies

Journal of Education Policy
Journal of Learning Sciences
Language and Education
Learning and Instruction
Linguistics and Education
Mind, Culture and Activity
Pedagogies
Research in the Teaching of English
Research Papers in Education
Review of Educational Research
Teacher's College Record
Teachers and Teaching: Theory and Practice
Teaching Education

(f) Membership in professional/scientific societies

2016 – present	International Society of the Learning Sciences
2014 – present	European Association for Research in Learning and Instruction
2008 – 2010	Psychology and Classroom Interaction Special Interest Group (London-wide)
2006	British Association of Applied Linguistics
2005 – 2010	London English Group
2004 – present	American Educational Research Association
2004 – 2010	British Educational Research Association
2003 – present	UK Linguistic Ethnography Forum
2003 – 2010	Cross-London Seminar in Culture and Communication
2002 – 2004	Philosophy of Education Society of Great Britain

• **Educational Activities**

(a) Courses taught

Undergraduate

Issues in Research on Classroom Teaching and Learning – BGU

Teaching after Trump – BGU

Introduction to Qualitative Research Methods – BGU

Language and Literacy – B.A., King's College London (taught with Roxy Harris)

Classroom communication: practical and critical perspectives – BGU

Critical Perspectives on the Israeli Education System – BGU

Contemporary Issues in Applied Linguistics – King’s College London (jointly taught with a number of other lecturers)

Graduate

Being an Academic: Writing, Research and All the Rest – Doctoral Seminar, BGU

Dialogic Pedagogy – Post-graduate teaching certificate, BGU

“Qualitative” Research Methodology – BGU

What Can Research Tell Us about Good Teaching? – BGU

Discourse, Teaching and Learning – BGU

Teacher Learning as a Lever for School Improvement – BGU

Education as Dialogue? – BGU

Key Concepts and Methods in Ethnography, Language and Communication

Advanced Research Methods Training, King’s College London (jointly taught with Ben Rampton, Jeff Bezemer, Julia Snell, Celia Roberts and Carey Jewitt)

Teaching and Learning in Classrooms – Institute of Education, University of London (IoE)

Building Learning Communities – IoE (taught with Eleanore Hargreaves)

Guiding Effective Learning – IoE (taught with Eleanore Hargreaves)

(b) Research Students

Post-doctoral fellows

Dr. Dana Vedder-Weiss, Post-doctoral fellow, Department of Education, BGU, 2015

Dr. Aliza Segal, Post-doctoral fellow, Department of Education, BGU, 2016

Dr. Tamara Buzakshvili, Post-doctoral fellow, Department of Education, BGU, 2017
(jointly supervised with Dana Vedder-Weiss)

Dr. Benzi Slakmon, Post-doctoral fellow, Department of Education, BGU, 2018
(jointly supervised with Dana Vedder-Weiss)

Dr. Einav Aizikovitsh-Udi, Post-doctoral fellow, Department of Education, BGU, 2018 (jointly supervised with Dana Vedder-Weiss)

Dr. Tali Aderet, Post-doctoral fellow, Department of Education, BGU, 2019 (jointly supervised with Dana Vedder-Weiss)

Dr. Hemy Ramiel, Post-doctoral fellow, Department of Education, BGU, 2020
(expected)

Dr. Ayelet Becher, Post-doctoral fellow, Department of Education, BGU, 2020
(expected)

Dr. Tamar Kanar Fruman, Post-doctoral fellow, Department of Education, BGU, 2020
(expected)

Dr. Hilla Tal, Post-doctoral fellow, Department of Education, BGU, 2020 (expected)

Doctoral students

Itay Pollak, PhD, Department of Education, BGU, 2016

Yael Pulvermacher, PhD, Department of Education, BGU, 2017

Avner Cohen-Zamir, PhD, Department of Education, BGU, 2018 (jointly supervised
with Yariv Feniger)

Mirit Israeli, PhD, Department of Education, BGU, 2019 (jointly supervised with
Yariv Feniger)

Islam Abu-Asaad PhD, Department of Education, BGU, 2020 (expected)

Rotem Trachtenberg, PhD, Department of Education, BGU, 2020 (expected) (jointly
supervised with Dana Vedder-Weiss)

Livat Ashchar-Netz, PhD, Department of Education, BGU, 2021 (expected) (jointly
supervised with Dana Vedder-Weiss)

Matan Barak, PhD, Department of Education, BGU, 2021 (expected)

Maya Bozo-Schwartz, PhD, Department of Education, BGU, on leave

Masters students

Hadas Nagar-Turgeman, M.A., Department of Education, BGU, 2015

Sivan Shusterman, M.A., Department of Education, BGU, 2016

Naomi Greenspan, M.A., Department of Education, BGU, 2016

Michal Nir, M.A. thesis completion, Department of Education, BGU, 2018

Michal Ram, M.A., Department of Education, BGU, 2018

Noga Knoller, M.A., Department of Education, BGU, 2020 (expected)

- **Awards, Citations, Honors, Fellowships**

- (a) Honors, Citation Awards

- 1999-2002 Academic Excellence studentships, Bar Ilan University.

- 2002-2005 Overseas Research Studentship.

- 2002-2005 School of Social Sciences and Public Policy studentship, King's College London.
- 2012 Zehava and Zvi Friedenberg Prize from the Advancement of Education and Science Fund (administered by the ISF), 26,400 NIS.
- 2012 Towards Dialogue: A Linguistic Ethnographic Study of Classroom Interaction and Change (see below section on research grants) rated *Outstanding* by the UK Economic and Social Research Council.

(b) Fellowships

- 2005-2006 – Economic and Social Research Council – £33,882 – Postdoctoral Research Fellowship
- 2006-2007 – Oxford University Department of Educational Studies – Postdoctoral Research Fellowship

• **Scientific Publications**

(a) Authored books

1. Street, B.V. & **Lefstein, A.** (2008) *Literacy: an Advanced Resource Book*. London: Routledge.
2. Harris, R. & **Lefstein, A.** (2011) *Urban Classroom Culture: Realities, Dilemmas, Responses*. London: Centre for Language, Discourse and Communication.
3. **Lefstein, A.** & Snell, J. (2014) *Better than Best Practice: Developing Teaching and Learning through Dialogue*. London: Routledge.

(b) Edited books or collections

1. Pollak, I., Segal, A. & **Lefstein, A.**, Editors (2015) *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev (in Hebrew).
< <http://dialogicpedagogy.com/israeli-pedagogy> >
2. Vedder-Weiss, D. & **Lefstein, A.**, Editors (2016) *Facilitating Pedagogical Discourse in Teacher Teams: Principles and Tools*. Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev and Mofet Institute, Israel (in Hebrew).
< <http://www.mofet.macam.ac.il/amitim/iun/Documents/hashkafa-tools.pdf> >

3. Vedder-Weiss, D., & **Lefstein, A.**, Editors (2017). *Cultivating Teacher Pedagogical Discourse and Leadership: Tools and Materials for Leading Teachers and Coaches*. Mofet Institute, Israel (in Hebrew).
<<http://www.mofet.macam.ac.il/amtim/iun/Documents/movilim-tools-2.pdf>>
 4. Barak, M., **Lefstein, A.**, Kanar-Fruman, T. & Shem-Tov, S., Editors (2019). *Academically Productive Dialogue: Introduction, Tools and Instructional Units*. Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev and Mofet Institute, Israel (in Hebrew).
<<http://www.mofet.macam.ac.il/amtim/iun/Documents/movilim-tools-2.pdf>>
 5. **Lefstein, A.**, Louie, N., Segal, A., & Becher, A., Editors (2020). Teacher Collaborative Discourse (virtual special issue). *Teaching and Teacher Education*.
<https://www.sciencedirect.com/journal/teaching-and-teacher-education/special-issue/10JR6CL4KH9>
- (b) Chapters in collective volumes
1. Street, B.V., **Lefstein, A.**, & Pahl, K. (2007) “The National Literacy Strategy in England: contradictions of control and creativity” in Larson, J. (Ed.) *Literacy as snake oil: beyond the quick fix, 2nd edition* (New York, Peter Lang).
 2. **Lefstein, A.** (2010) “More Helpful as Problem than Solution: Some Implications of Situating Dialogue in Classrooms” in Littleton, K. & C. Howe (Eds.), *Educational dialogues: Understanding and promoting productive interaction*. Taylor and Francis.
 3. **Lefstein, A.** (2011) “The Great Literacy Debate as Makeover Television: Notes on Genre Proliferation” in Goodwyn, A., & C. Fuller, Eds., *The Great Literacy Debate*. Abingdon: Routledge.
 4. **Lefstein, A.** & Snell, J. (2011) “Classroom discourse: the Promise and Complexity of Dialogic Practice”. In Ellis, S. McCartney, E. & J. Bourne, Eds., *Insight and Impact: Applied Linguistics and the Primary School*. Cambridge: Cambridge University Press.
 5. **Lefstein, A.**, Brandes, Y. & Brandes, O. (2013) “Values Education in a Changing World – Enriching the Educational Discourse”. In Brandes, O. & Issasschar, R., Eds. *Values Education in a Changing World*. The Israeli National Academy of Sciences Initiative for Applied Educational Research, Jerusalem (in Hebrew).
 6. Sovinsky, N., Kandel, U. & **Lefstein, A.** (2013) “The Contours of Israeli Educational Discourse on Values and Values Education”. In Brandes, O. & Issasschar, R., Eds.

- Values Education in a Changing World*. The Israeli National Academy of Sciences Initiative for Applied Educational Research, Jerusalem (in Hebrew).
7. Snell, J. & **Lefstein, A.** (2015) "Moving from "interesting data" to publishable research article -- some interpretive and representational dilemmas in a linguistic ethnographic analysis". In Smeyers, Paul, Bridges, David, Burbules, Nicholas and Griffiths, Morwenna, Eds. *International Handbook of Interpretation in Educational Research Methods*, Springer.
 8. **Lefstein, A.** & Israeli, M. (2015) "Applying Linguistic Ethnography to Educational Practice – Notes on the Interaction of Research Methods and Professional Sensibilities". In Snell, J., Shaw, S. & Copland, F., *Linguistic Ethnography: Explorations in Interdisciplinarity*. Palgrave.
 9. **Lefstein, A.**, Pollak, I., Israeli, M., & Bozo-Schwartz, M. (2105). "Coping with Competing Goals: Five Dilemmas in Seven Minutes of Instruction". In Pollak, I., Segal, A. & Lefstein, A., Editors, *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev, pp. 43-56 (in Hebrew).
 10. Pollak, I. & **Lefstein, A.** (2015). "Knowledge and Epistemic Climate in Classrooms". In Pollak, I., Segal, A. & Lefstein, A., Editors, *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev, pp. 94-108 (in Hebrew).
 11. Feniger, Y. & **Lefstein, A.** (2015). "Pedagogy in Israel, in Practice - Conclusions". In Pollak, I., Segal, A. & Lefstein, A., Editors, *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev, pp. 134-140 (in Hebrew).
 12. Pollak, I. & **Lefstein, A.** (2016). "Epistemic climate: the view from within the primary classroom". In Beck, S., *Information, Knowledge and Cognizance: The DNA of Education*. Mofet publishing (in Hebrew).
 13. Trachtenberg-Masalton, R. & **Lefstein, A.** (2016). A model for dialogic feedback conversations. In Mandel-Levy, N. & Bozo-Schwartz, M., Editors, *Making School: Practical Knowledge about Pedagogical Leadership*. Jerusalem: Avnei Rosha Institute (in Hebrew).

14. Vedder-Weiss, D., Segal, A., & **Lefstein, A.** (2016). Face management in problems-of-practice based discussions. In Mandel-Levy, N. & Bozo-Schwartz, M., Editors, *Making School: Practical Knowledge about Pedagogical Leadership*. Jerusalem: Avnei Rosha Institute (in Hebrew).
15. **Lefstein, A.** (2019). The End of Science Education in East Asia? Lee, Y.J. & Tan, J. (Eds.) *Primary Science Education in East Asia: A Critical Comparison of Systems & Strategies*. Springer.
16. **Lefstein, A.** & Snell, J. (2019), Développer la pédagogie au travers du dialogue: Répondre au défi d'un élève [Developing pedagogy through dialogue: Responding to a pupil challenge]. In Delaloye, L. & Merminod, G. (ed.), *La médiation des savoirs sur le langage [Mediating Knowledge about Language]*. Lausanne (Switzerland): Centre de linguistique et des sciences du Langage (in French). (This chapter is adapted from chapter 5 of *Better than Best Practice*.) (Citations N/A)
17. Mayer, S., O'Connor, C. & **Lefstein, A.** (2019), Distinctively Democratic Discourse in Classrooms. In Wegerif, R., Mercer, N. & Major, L., *The Routledge International Handbook of Research on Dialogic Education*. Abingdon: Routledge.
18. **Lefstein, A.** & Snell, J. (2019), Linguistic Ethnographic Analysis of Classroom Dialogue. In Wegerif, R., Mercer, N. & Major, L., *The Routledge International Handbook of Research on Dialogic Education*. Abingdon: Routledge.
19. **Lefstein, A.** & Barak, M. (2019), Tradeoffs and dilemmas in coding classroom dialogue (commentary). In Kershner, R., Hennessy, S., Wegerif, R., & Ahmed, A., *Research Methods for Educational Dialogue: Chapter 6*. London: Bloomsbury Academic.
20. Asterhan, C. & **Lefstein, A.** (accepted) Insights from research on teacher professional development: structures, strategies, principles and effectiveness. In Mikulincer, M. & Preznichevsky, R., Editors, *Effective Management of Teacher Professional Development in the Education System: Status and Recommendations*. Jerusalem: The Initiative for Applied Research in Education, Israeli Academy of Sciences.

(c) Refereed articles in scientific journals

1. **Lefstein, A.** (2002) Thinking pedagogy and power apart – coping with discipline in progressivist school reform. *Teachers College Record*, 104(8), 1627-1655.
2. **Lefstein, A.** (2005) Thinking about the technical and the personal in teaching. *Cambridge Journal of Education*, 35(3), 333-356.

3. **Lefstein, A.** (2008). Literacy Makeover: Educational Research and the Public Interest on Prime Time. *Teachers College Record*, 110(5), 1115–1146.
4. **Lefstein, A.** (2008). Changing Classroom Practice through the English National Literacy Strategy: A Micro-Interactional Perspective. *American Educational Research Journal*, 45(3), 701-737.
Note: this article has been reproduced in two anthologies:
Wyse, Dominic, Ed., (2011) *Literacy Teaching and Education (vol. 4: Teaching English: Implications for Policy.)* London: Sage. (Part of the Sage Library of Educational Thought & Practice series)
Rowell, Jennifer and Pahl, Kate, Eds. (2011) *Early Childhood Literacy.* London: Sage. (Part of the Sage Major Works series)
5. **Lefstein, A.** (2009). Rhetorical grammar and the grammar of schooling: Teaching “powerful verbs” in the English National Literacy Strategy. *Linguistics and Education*, 20(4), 378-400.
6. **Lefstein, A.** (2010). Problematizing researcher–respondent relations through an exploration of communicative stance. *Ethnography and Education*, 5(1), 81-96.
7. **Lefstein, A., & Snell, J.** (2011). Professional vision and the politics of teacher learning. *Teaching and Teacher Education*, 27(3), 505-514.
8. **Lefstein, A., & Snell, J.** (2011). Promises and Problems of Teaching with Popular Culture: A Linguistic Ethnographic Analysis of Discourse Genre Mixing. *Reading Research Quarterly*, 46 (1), 40-69.
9. **Lefstein, A.** (2013). The Regulation of Teaching as Symbolic Politics: Rituals of Order, Blame and Redemption. *Discourse: Studies in the Cultural Politics of Education*, 34 (5), 643-659.
10. **Lefstein, A., & Snell, J.** (2013). Beyond a unitary conception of pedagogic pace: quantitative measurement and ethnographic experience. *British Educational Research Journal*, 39 (1), 73-106.
11. **Lefstein, A., Israeli, M., Pollak, I. & Bozo-Schwartz, M.** (2013). Investigating Dilemmas in Teaching: Towards a New Form of Pedagogical Scholarship. *Studia Paedagogica*, 18 (4), 9-36.
12. **Lefstein, A., & Perat, H.** (2014). Empowering Teacher Voices in an Education Policy Discussion: Paradoxes of Representation. *Teaching and Teacher Education*, 38, 33-43.

13. Feniger, Y. & **Lefstein, A.** (2014). How Not to Reason with PISA Data: An Ironic Investigation. *Journal of Education Policy*, 29 (6), 845-855.
14. **Lefstein, A.**, Israeli, M., & Snell, J. (2015). From Moves to Sequences: Expanding the Unit of Analysis in the Study of Classroom Discourse. *British Educational Research Journal*, 41: 866-885.
15. Segal, A. & **Lefstein, A.** (2016). Exuberant, voiceless participation: an unintended consequence of dialogic sensibilities? Contribution to a special issue on International Perspectives on Dialogic Theory and Practice, edited by Sue Brindley, Mary Juzwik, and Alison Whitehurst. *L1: Educational Studies in Languages and Literature* 16, 1-19.
16. Segal, A., Pollak, I. & **Lefstein, A.** (2017). Democracy, voice and dialogic pedagogy: the struggle to be heard and heeded. *Language and Education*, 31 (1), 6-25.
doi:10.1080/09500782.2016.1230124.
17. Netz, H. & **Lefstein, A.** (2016). A Cross-Cultural Analysis of Disagreements in Classroom Discourse: Comparative Case Studies from England, USA, and Israel. *Intercultural Pragmatics* 13(2): 211-255.
18. Pulvermacher, Y., & **Lefstein, A.** (2016). Narrative representations of practice: What and how can student teachers learn from them? *Teaching and Teacher Education*, 55, 255-266.
19. Segal, A., Snell, J. & **Lefstein, A.** (2016). Dialogic teaching to the high-stakes standardised test? *Research Papers in Education*, 1-15.
doi:10.1080/02671522.2016.1225803.
20. **Lefstein, A.**, Trachtenberg-Maslaton, R., & Pollak, I. (2017). Breaking out of the grips of dichotomous discourse in teacher post-observation debrief conversations. *Teaching and Teacher Education*, 67, 418-428.
21. Snell, J. & **Lefstein, A.** (2018). “Low Ability”, participation and identity in dialogic pedagogy. *American Educational Research Journal*, 55:1, 40-78.
doi:10.3102/0002831217730010.
22. Pollak, I. Segal, A., **Lefstein, A.** & Meshulam, A. (2018) Teaching controversial issues in a fragile democracy: defusing deliberation in Israeli primary classrooms. *Journal of Curriculum Studies*, 50:3, 387-409. doi:10.1080/00220272.2017.1397757.
23. **Lefstein, A.**, Vedder-Weiss, D., Tabak, I. & Segal, A. (2018) Learner Agency in Scaffolding: The Case of Coaching Teacher Leadership. *International Journal of Educational Research*, 90, 209-222.

24. Segal, A., **Lefstein, A.** & Vedder-Weiss, D. (2018) Appropriating Protocols for the Regulation of Teacher Professional Conversations. *Teaching and Teacher Education*, 70, 215-226.
25. Netz, H., Yitzchaki, D. & **Lefstein, A.** (2018) Language corrections and language ideologies in Israeli Hebrew-speaking classes. *Language and Education*, 32:4, 350-370.
26. **Lefstein, A.**, Pollak, I. & Segal, A., (2020), Compelling Student Voice: Dialogic Practices of Public Confession. *Discourse: Studies in the Cultural Politics of Education*. <https://doi.org/10.1080/01596306.2018.1473341>.
27. Vedder-Weiss, D., Segal, A. & **Lefstein, A.** (2019). Teacher face-work in discussions of video recorded classroom practice: Constraining or catalyzing opportunities to learn? *Journal of Teacher Education*, 70 (5) 538–551.
28. Vedder-Weiss, D., **Lefstein, A.**, Segal, A. & Pollak, I. (accepted). Dilemmas of Leadership and Capacity Building in a Research-Practice Partnership. *Teachers College Record*.
29. **Lefstein, A.**, Louie, N., Segal, A., & Becher, A. (2020). Taking Stock of Research on Teacher Collaborative Discourse: Theory and Method in a Nascent Field. *Teaching and Teacher Education*, 88.
30. **Lefstein, A.**, Vedder-Weiss, D., & Segal, A. (accepted) Relocating Research on Teacher Learning: Toward Pedagogically Productive Talk. *Educational Researcher*.
31. Asterhan, C., Howe, C., **Lefstein, A.**, Matusov, E., & Reznitskaya, A. (2020) Controversies and consensus in research on dialogic teaching and learning. *Dialogic Pedagogy Journal*, 8. <http://dpj.pitt.edu/ojs/index.php/dpj1/article/view/312>.

(d) Published scientific reports and working papers

1. **Lefstein, A.** (2006). Dialogue in schools – toward a pragmatic approach. *Working papers in Urban Language & Literacies*, #33. London: King’s College London. <http://www.kcl.ac.uk/depsta/education/wpull.html>
2. **Lefstein, A.** (2008). Rituals of order, blame & redemption: Coping with failing in a working class school. *Working papers in Urban Language & Literacies*, #51. London: King’s College London. <http://www.kcl.ac.uk/depsta/education/wpull.html>.
3. Snell, J. & **Lefstein, A.** (2011) Computer-assisted systematic observation of classroom discourse & interaction: Technical report on the systematic discourse analysis component of the Towards Dialogue study. *Working papers in Urban*

Language & Literacies, #77. London: King's College London.

<http://www.kcl.ac.uk/depsta/education/wpull.html>.

4. Snell, J. & **Lefstein, A.** (2012) Some interpretive and representational dilemmas in a linguistic ethnographic analysis: Moving from "interesting data" to publishable research article. *Working papers in Urban Language & Literacies*, #90. London: King's College London. <http://www.kcl.ac.uk/depsta/education/wpull.html>.
5. Segal, A. & **Lefstein, A.** (2015). Exuberant voiceless participation: Dialogic sensibilities in the Israel primary classroom. *Working papers in Urban Language & Literacies*, #156. London: King's College London. <http://www.kcl.ac.uk/depsta/education/wpull.html>.
6. Vedder-Weiss, D., Segal, A. & **Lefstein, A.** (2016). We're not here to skewer anyone: Face-work in video- based teacher learning. *Working papers in Urban Language & Literacies*, #199. London: King's College London. <http://www.kcl.ac.uk/depsta/education/wpull.html>.

(e) Unrefereed professional articles and publications

1. Harpaz, Y. & **Lefstein, A.** (2000) Communities of thinking. *Educational Leadership*, 58(3), 54-57.
2. **Lefstein, A.** (2000) What we talk about when we talk about community. *Thinking Education*, 18, 32-54 (in Hebrew).
3. **Lefstein, A.** (2000) Planning, without shame. *Thinking Education*, 18, 81-102 (in Hebrew).
4. **Lefstein, A.** (2000) The calf doesn't grow because you weigh it. *Thinking Education*, 18, 124-130 (in Hebrew).
5. **Lefstein, A.** (2007) The reforms raised test scores but lowered educational quality – a conversation with Sharon Gewirtz. *Hed HaChinuch*, 81(5), 56-57 (Israeli teacher journal, in Hebrew).
6. **Lefstein, A.** (2009) An Open Letter to the New Minister of Education – Lessons from a Decade of Hyperactive Educational Policy-making in England. *Hed HaChinuch* (Israeli teacher journal, in Hebrew).
7. **Lefstein, A.** (2011) Whose fertile question? Revisiting the most popular plank of the Community of Thinking platform. *The Skilful Thinker*, no. 10 (Aotearoa Collaborative, New Zealand).

8. **Lefstein, A.** & Glaser, J. (2012) Pitfalls and Paradoxes of Ambitious Teaching. *Hed HaChinuch* (Israeli teacher journal, in Hebrew).
9. **Lefstein, A.**, Pollak, I., Israeli, M., & Bozo-Schwartz, M. (2105). “Competing Goals: Five Dilemmas in Seven Minutes”. *Hed HaChinuch*, vol. 89, no. 2, pp. 60-66 (Israeli teacher journal, in Hebrew).
10. Pollak, I. & **Lefstein, A.** (2015). “Knowledge Work in Classrooms”. *Hed HaChinuch*, vol. 89, no. 2, pp. 70-74 (Israeli teacher journal, in Hebrew).
11. Feniger, Y. & **Lefstein, A.** (2015). “Is There an Israeli Pedagogy?”. *Hed HaChinuch*, vol. 89, no. 2, pp. 84-86 (Israeli teacher journal, in Hebrew).
12. **Lefstein, A.** (2016) After Trump, What Next? *Cambridge Primary Review Trust web-log*. <http://cprtrust.org.uk/cprt-blog/after-trump-what-next/>
13. **Lefstein, A.** (2017) How to write about teaching in a way that is interesting, concise, credible and constructive. *Laboratory of Pedagogy web-log*. <https://pedagogicresearch.wordpress.com/2017/12/26>
14. **Lefstein, A.** (2018) Moving Teacher Learning from the Margins to the Mainstream. *Practical Literacy*, vol. 23, no. 1.
15. **Lefstein, A.** (2018) Who selects the leading teachers? A Radical, Modest Proposal. *Laboratory of Pedagogy web-log*. <https://pedagogicresearch.wordpress.com/2018/03/06/>

(f) Book reviews

1. **Lefstein, A.** (2004) Review of *Standards deviation: how schools misunderstand education policy*, by James Spillane. *Education Review*. <http://edrev.asu.edu/reviews/rev333.htm> (15 December 2004).
2. **Lefstein, A.** (2006) Review of *Rhetoric of rhetoric*, by Wayne Booth. *British Educational Research Journal*, 32(4), 634-636.
3. **Lefstein, A.** (2007) Review of *Writing for a Change: Boosting literacy and learning through social action*, by Kristina Berdan et. al. *Education Review*. <http://edrev.asu.edu/brief/mar07.html>
4. **Lefstein, A.** (2008) Review of *Learning Identity: the joint, local emergence of social identification and academic learning*, by Stanton Wortham. *Linguistics and Education*, 19(2), 179-181.

- **Lectures and Presentations at Meetings and Invited Seminars**

(a) Invited keynotes and plenary lectures

- 2003 **Lefstein, A.** Teacher control of the learner-centred classroom – an unavoidable paradox? *Navigator Schools Consortium International Conference (Navcon2k3)*. Adelaide, Australia. 1/10/2003.
- 2004 Harpaz, Y. & **Lefstein, A.** Teaching and learning in a community of thinking – challenges and dilemmas. *Second International Middle Schooling Conference*. Adelaide, Australia. 1/8/2004.
- 2006 Harpaz, Y. & **Lefstein, A.** Teaching and learning in a community of thinking. *Victorian Principals Association Annual Conference*, Melbourne, Australia. 8/8/2006.
- 2006 **Lefstein, A.** Getting over Socrates: toward a practical approach to classroom dialogue. *ULearn06 Conference*, Christchurch, New Zealand. 25/9/2006.
- 2007 **Lefstein, A.** Interacting with *generation.com* in the classroom: popular culture, policy and the promise of dialogue. *Navigator Schools Consortium International Conference (Navcon2k7)*. Central Coast, Australia. 26/9/2007.
- 2008 **Lefstein, A.** The problem with teacher questions. *Institute of Education PGCE Partnership Annual Meeting*. 2/7/2008.
- 2009 **Lefstein, A.** Questioning Common Sense. *The Leading Edge Annual Conference for School Leaders*, London, 2/10/2009.
- 2010 **Lefstein, A.** The use of video in teacher professional development – the last word? *Teacher Development with Video-recordings* (practitioner conference on sponsored by the Rothschild Foundation), Maaleh Hahamisha, 22/11/2010.
- 2011 **Lefstein, A.** & Snell, J. Meeting the Challenge of Dialogic Pedagogy – Progress Made and Next Steps. *Empowering Voices: dialogue in classrooms, schools and beyond*. London Borough of Barking and Dagenham, 5/4/2011.
- 2012 **Lefstein, A.** Communities of Thinking: Essential Features and Critical Conditions. *Cluster Professional Development Conference*. Birkdale Intermediate School, Auckland, New Zealand, 31/1/2012.
- 2013 **Lefstein, A.** The Rules of Pedagogical Discourse in Israel: Has the Time Arrived to Break Them? *Israeli Ministry of Education Central District Learning Day*. Rehovot, Israel, 10/10/2013.
- 2014 **Lefstein, A.** What happens behind closed classroom doors? Emergent Findings from the Inside Pedagogy Study. *Israeli Ministry of Education Central District Learning Day*. Shfayim, Israel, 22/5/2014.

- 2014 **Lefstein, A.** Is there an Israeli Pedagogy? *Avnei Rosha Institute for School Leadership*. Jerusalem, Israel, 20/7/2014.
- 2014 **Lefstein, A.** Teacher professional discourse and learning: what we talk about when we talk about our practice. *ULearn 2014*. Rotarua, New Zealand, 8/10/2014. (<http://edtalks.org/video/teacher-professional-discourse-and-learning>)
- 2014 **Lefstein, A. & Pollak, I.** Is there an Israeli Pedagogy? *Conference for School Supervisors*. Avnei Rosha Institute for School Leadership, Kibbutz Bachan, Israel, 27/11/2014.
- 2014 **Lefstein, A.** Teacher professional discourse and learning: what do we talk about when we talk about pedagogy? *Pedagogical Administration, Israeli Ministry of Education*. Ramat Efal, Israel, 4/12/2014.
- 2015 **Lefstein, A.** Meaningful Learning: How can we move our ideals closer to the reality? *Pedagogical Administration, Israeli Ministry of Education*. Tel-Aviv, Israel, 19/3/2015.
- 2015 **Lefstein, A.** What happens behind the classroom door? *The Ma'of Initiative Annual Meeting*, Haifa Municipality, Israel, 28/5/2015.
- 2015 **Lefstein, A.** Cultivating Professional Leadership and Discourse. *Israeli Ministry of Education Central District* (conference for principals and leading teachers). Tel-Aviv, Israel, 12/7/2015.
- 2015 **Lefstein, A.,** Can teacher professionalism become a viable strategy for educational improvement? Confronting structural, cultural, and epistemic challenges, at the school and system levels. *Teacher Professionalism and Educational Change conference*. Nicosia, Cyprus, 11/9/2015.
- 2017 **Lefstein, A.** Relocating Teacher Professional Development: From “Learning” to Work. *The Australian Association of Teachers of English and Australian Literacy Education Association National Conference*. Hobart, Tasmania, 9/7/2017.
- 2017 **Lefstein, A.** Teacher learning on the job: towards pedagogically productive talk. *Literacy and Contemporary Society: Spaces, Discourses, Practices*. Nicosia, Cyprus, 28/11/2017.
- 2017 **Lefstein, A.** Cultural Change: Not in My School. *Israeli Ministry of Education Central District* (conference for principals and leading teachers). Ra'ana, Israel, 19/11/2017.

- 2018 **Lefstein, A.** Leading Teachers as a Professional Revolution: Possibilities and Risks. *Israeli Ministry of Education Southern District* (conference for principals and leading teachers). Be'er Sheva, Israel, 18/2/2018.
- 2019 **Lefstein, A.** How should the state regulate and improve teaching? Four problematic strategies. *Israeli Ministry of Education Pedagogical Secretariat* (conference for coaches and supervisors of English instruction). Neve Ilan, Israel, 9/7/2019.
- 2019 **Lefstein, A.** Voice in the Study of Classroom Dialogue. *Learning Interactions: Symposium on Educational Dialogue*. University of Jyväskylä, Finland, 19/11/2019.

(b) Presentation of papers at conferences/meetings

Academic

- 2003 **Lefstein, A.** Beyond method and subjectivity in literacy education. *Oxford Ethnography and Education Conference*. 2/9/2003.
- 2003 **Lefstein, A.** Systematic reviews of educational research: issues for ethnography. Discussion at *UK Linguistic Ethnography Forum*, Edgehill College. 22/2/2003.
- 2004 **Lefstein, A.** Dialogue in schools – toward a pragmatic approach. *Philosophy of Education Society of Great Britain Annual Meeting*. Oxford. 3/4/2004.
- 2004 Glazer, J. & **Lefstein, A.** Tensions and tradeoffs in the design of instructional improvement. *American Educational Research Association Annual Meeting*. San Diego, California. 13/4/2004.
- 2006 **Lefstein, A.** Educational research and the public interest on prime time – televising the reading wars. *American Educational Research Association Annual Meeting*. San Francisco, California. 9/4/2006.
- 2006 **Lefstein, A.** Enacting the English National Literacy Strategy: the case of grammar teaching. *Penn Ethnography Forum*. University of Pennsylvania. 25.2.2006.
- 2006 **Lefstein, A.** Instructional change and the problem of interactional genres. *American Educational Research Association Annual Meeting*. San Francisco, California. 9/4/2006.
- 2006 **Lefstein, A.** Rhetorical grammar in the English National Literacy Strategy: a case study of curricular enactment. *British Association of Applied Linguistics Annual Meeting*, Cork, Ireland. 7/9/2006.

- 2007 **Lefstein, A.** “You’ve got to have something coming back” – research as conversation. *Oxford Ethnography Conference*, Oxford, 10/9/2007.
- 2007 **Lefstein, A.** Changing teacher practice through the National Literacy Strategy: a micro-interactional perspective. *British Educational Research Association Annual Conference*, London, 8/9/2007.
- 2007 **Lefstein, A.** Problematizing classroom dialogue. *International Association for the Improvement of Mother Tongue Education 6th Biannual Conference*, Exeter, 28/3/2007.
- 2007 **Lefstein, A.** Rhetorical Grammar: Cultivating a Relation to Academic Language. *American Educational Research Association Annual Meeting*, Chicago, IL, 13/4/2007.
- 2009 **Lefstein, A. & Snell, J.** A Classroom Community of Readers and Writers? Dialogic Moments and Interactional Challenges in Primary Literacy Lessons. *UK Literacy Association 45th International Conference*, University of Greenwich, 12/7/2009.
- 2009 **Lefstein, A. & Snell, J.** What We Talk About When We Talk About Our Practice: preliminary analysis of a video-based teacher professional development workshop. *Explorations in Ethnography Language and Communication*, Aston University, 11/9/2009.
- 2010 **Lefstein, A. & Snell, J.** Video-based Teacher Professional Development: Opening the black box of social learning processes. *American Educational Research Association Annual Meeting*. Denver, Colorado, 1/5/2010.
- 2010 **Snell, J. & Lefstein, A.** “If they ain’t clever, they ain’t clever” versus dialogic pedagogy: pupil identity as a site of competing ideologies. *Sociolinguistics Symposium 18*, University of Southampton, 4/9/2010.
- 2010 **Snell, J. & Lefstein, A.** “If they ain’t clever, they ain’t clever” versus dialogic pedagogy: pupil identity as a site of competing ideologies. *Explorations in Ethnography, Language and Communication*, Aston University, 23-24/9/2010.
- 2011 **Lefstein, A.** Chair and Discussant for “Theorizing and Researching Practice: Touchstones, Challenges, and Approaches” Symposium. *American Educational Research Association Annual Meeting*. New Orleans, Louisiana, 9/4/2011.
- 2011 **Lefstein, A.** Discussant for “Advancing Education Reform in a Centralized System: Lessons From Israel” Roundtable. *American Educational Research Association Annual Meeting*. New Orleans, Louisiana, 8/4/2011.

- 2011 **Lefstein, A.** & Snell, J. Towards Dialogue: A Linguistic Ethnographic Study of Classroom Interaction and Change. *Socializing Intelligence Through Academic Talk and Dialogue* (AERA-sponsored conference), Learning Research and Development Center, University of Pittsburgh, 24/9/2011.
- 2012 **Lefstein, A.** & Snell, J. Classroom Interaction and Dialogue: Processes of Continuity and Change. *American Educational Research Association Annual Meeting*. Vancouver, Canada, 17/4/2012.
- 2012 **Lefstein, A.** & Snell, J. Pupil identity, perceived ability, and dialogic pedagogy. *Symposium On Communication Practices In The Classroom: Visible And Hidden Dimensions Of Teaching*. Masaryk University, Brno, Czech Republic, 8/10/2012.
- 2013 **Lefstein, A.** & Snell, J. Preliminary Notes on Dialogic Stance-taking in Classroom Discourse. *American Educational Research Association Annual Meeting*. San Francisco, 30/4/2013.
- 2014 Yitzchaki, D. & **Lefstein, A.** Standard Hebrew in the Language Classroom: Language Ideology and Social Interaction. *Towards a New Educational Language Policy in a Multilingual Era: Challenges, Innovations and Future Thinking*. Tel-Aviv University, 16/1/2014.
- 2014 **Lefstein, A.** Discourse and interaction: genre and micro-analysis. *Learning Sciences: between learning, teaching and design*. Haifa University, 28/1/2014.
- 2014 Netz, H. and **Lefstein, A.** Disagreement in Israeli Classroom Discourse: A Cross-Cultural Perspective. *The 32nd International National Association of Professors of Hebrew (NAPH) Conference on Hebrew Language and Literature*. Ben-Gurion University of the Negev, 24/6/2014.
- 2015 Segal, A. & **Lefstein, A.** The Interplay of Dialogic Ideologies, Classroom Practice and Pupil Voices in Israeli Primary Language Arts Classes. *American Association of Applied Linguistics Conference*. Toronto, 24/3/2015.
- 2015 Bozo-Schwartz, M. & **Lefstein, A.** Learning from Mistakes? Teacher Informal Feedback in Response to Pupil Error. *American Educational Research Association Annual Meeting*, Chicago, 19/4/2015.
- 2015 Segal, A., **Lefstein, A.** and Snell, J. Dialogic Teaching to the High Stakes Standardized Test? *American Educational Research Association Annual Meeting*. Chicago, 17/4/2015.

- 2015 **Lefstein, A.** and Snell, J. Professional Development for Dialogic Pedagogy: Enhancing Teacher Judgement. *European Association for Research in Learning and Instruction*. Limassol, Cyprus, 26/8/2015.
- 2015 Segal, A., Vedder-Weiss, D. and **Lefstein, A.** Appropriating protocols for the regulation of teacher professional conversations. *European Association for Research in Learning and Instruction*. Limassol, Cyprus, 28/8/2015.
- 2016 Vedder-Weiss, D., Segal, A. and **Lefstein, A.** Face work in video-based teacher learning. *12th International Conference of the Learning Sciences*. Singapore, 23/6/2016.
- 2016 Vedder-Weiss, D., Segal, A. & **Lefstein, A.** Face-work and argumentation in teacher collaborative discussion. *European Association for Research in Learning and Instruction (EARLI) SIG 26: Argumentation, Dialogue and Reasoning meeting*. Ghent, Belgium.
- 2017 **Lefstein, A.**, Segal, A. and Pollak, I. Compelling student voice: dialogic practices of public confession. *American Educational Research Association Annual Meeting*. San Antonio, 30/4/2017.
- 2017 Segal, A., Vedder-Weiss, D. and **Lefstein, A.** Narrative exchange in teacher professional discourse. *American Educational Research Association Annual Meeting*. San Antonio, 30/4/2017.
- 2017 **Lefstein, A.** Discourse and collaboration in teacher work groups: identifying informal learning processes in a large scale study. *Working Conference on Discourse Analysis in Education*. Indiana University, Bloomington, 22/5/2017.
- 2018 Buzukashvili, T., Vedder-Weiss, D. & **Lefstein, A.** Leading teacher coaches' professional identity construction: An analysis based on the dynamic systems model of role identity (DSMRI). *Israeli Conference of Qualitative Research*, Be'er Sheva, Israel.
- 2018 Buzukashvili, T., Vedder-Weiss, D. & **Lefstein, A.** Resources and tensions in coaches' professional role identity construction. *The 4th Learning Sciences Conference*, Tel-Aviv University, Tel Aviv, Israel.
- 2018 Vedder-Weiss, D., **Lefstein, A.**, Segal, A. & Pollak, I. Paradoxes of Agency and Leadership in a Research-Practice Partnership. *American Educational Research Association Annual Meeting*. New York, NY, 13/4/2018.

- 2018 Aderet-German, T., **Lefstein, A.** & Vedder-Weiss, D. Reform Ripples: Scaling as Recontextualization. *American Educational Research Association Annual Meeting*. New York, NY, 15/4/2018.
- 2018 Asterhan, C., Horn, I., **Lefstein, A.** & Vedder-Weiss, D. Conceptual and practical tools for analysing pedagogical discourse in teacher teams (full-day workshop). *13th International Congress of the Learning Sciences*. London, UK, 23/6/2018.
- 2018 Asterhan, C., Reznitskaya, A., Howe, C., Matusov, E., & **Lefstein, A.** Public Debate: controversies and consensus on classroom dialogue. *Argumentation and Inquiry as Venues for Civic Education: European Association for Research in Learning and Instruction SIG20-26 conference*. Jerusalem, Israel, 9/10/2018.
- 2018 Trachtenberg-Maslaton, R., Vedder-Weiss, D., **Lefstein, A.**, & Israeli, M. Deliberative and disputative discourse in teacher disagreements about assessment practices. *Argumentation and Inquiry as Venues for Civic Education: European Association for Research in Learning and Instruction SIG20-26 conference*. Jerusalem, Israel, 10/10/2018.
- 2018 **Lefstein, A.**, Segal, S., & Pollak, I. Compelling student voice: Dialogic practices of public confession. *Argumentation and Inquiry as Venues for Civic Education: European Association for Research in Learning and Instruction SIG20-26 conference*. Jerusalem, Israel, 10/10/2018.
- 2018 Pollak, I. & **Lefstein, A.** Constructivism and epistemic progress in Israeli primary classes: The view from epistemic practices. *Argumentation and Inquiry as Venues for Civic Education: European Association for Research in Learning and Instruction SIG20-26 conference*. Jerusalem, Israel, 12/10/2018.
- 2019 Barak, M. & **Lefstein, A.**, Dialogic Pedagogy, Univocal Texts: Advancing dialogue within the existing language arts curriculum. *Symposium on Better Learning Through Argumentation*. Masaryk University, Brno, Czech Republic, 11/2/2019.
- 2019 Ramiel, H. & **Lefstein, A.**, Top-down governance of bottom-up change processes: an Israeli policy network case study. *American Educational Research Association Annual Meeting*. Toronto, Canada, 5/4/2019.
- 2019 **Lefstein, A.**, Louie, N., Segal, A. & Becher, A., Taking Stock of Research on Teacher Collaborative Discourse: Theory and Method in a Nascent Field. *American Educational Research Association Annual Meeting*. Toronto, Canada, 8/4/2019.

- 2019 **Lefstein, A.**, Vedder-Weiss, D., Segal, A. & Asterhan, C., Design Challenges of On-the-Job, Video-Based Teacher Learning, at Wide Scale. *American Educational Research Association Annual Meeting*. Toronto, Canada, 9/4/2019.
- 2019 Eshchar-Netz, L., Vedder-Weiss, D. & **Lefstein, A.** Veteran and novice teacher participation in collaborative reflective inquiry. *European Association for Research in Learning and Instruction (EARLI) Conference*. Aachen, Germany. 12/8/2019.
- 2019 Gasevic, D., Frey, K., Oshima, J., **Lefstein, A.**, & Shaffer, D.W., Invited symposium on current issues and future directions for quantitative ethnography. *International Conference on Quantitative Ethnography*. Madison, Wisconsin, 21/10/2019.

Professional/practitioner

- 2004 **Lefstein, A.** Competing visions of teaching: does “good practice” lead to good practice? Spotlight address at *Navigator Schools Consortium International Conference (Navcon2k4)*. Christchurch, New Zealand. 30/9/2004.
- 2006 **Lefstein, A.** Teaching improvement on prime time. *Third International Middle Years of Schooling Conference*. Adelaide, Australia. 6/8/2006.
- 2010 **Lefstein, A.** (2010) Dialogue in classrooms - questioning conventional wisdom. *The Leading Edge Annual Achievement Show*, London, 15/6/2010.
- 2013 **Lefstein, A.** (2013) Dialogic Teaching: a New, Ancient Idea. *The Moshinsky Conference for School Principals*. Israel Sci-Tech Schools Network (Ort), Tel-Aviv, 7/3/2013.
- 2013 **Lefstein, A.** (2013) Participation in symposium at Conference on *Video Recordings of Lessons as a component in Teacher Professional Development*. The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities, Jerusalem, 11/2/2013.
- 2015 **Lefstein, A.** (2015) Meaningful teaching and teacher professional development: the view from the classroom. *The Branco Weiss Education Conference*. Ramat Efal, 30/3/2015.
- 2016 **Lefstein, A.** Pupil identity as a site of competing ideologies: A tale of two classrooms. *Literacy by the Lakes conference*. Madison, 8/18/2016.
- 2017 **Lefstein, A.** Better than “best practice”: confronting – and learning from – problems of practice. *The Australian Association of Teachers of English and*

Australian Literacy Education Association National Conference. Hobart, Tasmania, 8/7/2017.

- 2017 **Lefstein, A.** How Can We "Lead" the Leading Teachers? *Israeli Ministry of Education Central District* (conference for principals and leading teachers). Ra'ana, Israel, 19/11/2017.
- 2018 **Lefstein, A.** How Can We Know What Goes on in Teacher Communities.... In Tens of Schools? *Hashkafa (leading teachers) Research Conference.* Tel-Aviv, Israel, 24/1/2018.

(c) Presentations at informal seminars and workshops

Academic

- 2005 **Lefstein, A.** Reading comprehension and the National Literacy Strategy – a hermeneutic perspective. *London English Group.* 13/6/2005.
- 2008 Rampton, B. & **Lefstein, A.** A One-Day Workshop on Ethnography, Language & Communication. *Workshop for Social Science Researchers,* Middlesex University, 8/1/2008.
- 2008 **Lefstein, A.** "Dialogue" in educational research, policy and practice. *Linguistic Ethnography and Socio-Cultural Psychology in Conversation: A workshop on educational dialogue and classroom interaction,* Open University, 16/2/2008.
- 2009 **Lefstein, A.** & Snell, J. Linguistic Ethnography in Action: Initial, illustrative analysis of a literacy lesson. *Ethnography, Language & Communication Workshop,* University of Glasgow, 22/5/2009.
- 2010 Rampton, B., Blommaert, J. & **Lefstein, A.** *Key Concepts and Methods in Ethnography, Language & Communication.* Three-day workshop at Max Planck Institute for the Study of Religious & Ethnic Diversity, Göttingen, Germany, 1-3/3/2010.
- 2010 Rampton, B., Bezemer, J., Blommaert, J., Jewitt, C., **Lefstein, A.** & Roberts, C. Transdisciplinary Research Training: the Key Concepts and Methods in Ethnography, Language and Communication course. *Teaching and Learning Linguistic Ethnography Workshop.* University of Birmingham, 19/3/2010.
- 2010 Snell, J. & **Lefstein, A.** Promises and Perils of Video-based Teacher Professional Development. *WLE Centre Research Workshop.* Institute of Education, University of London, 16/6/2010.

- 2011 **Lefstein, A.** & Snell, J. Ethnography, Language and Communication Research Training Workshop, Language, Discourse and Communication Centre, King's College London, 21/9/2011.
- 2014 **Lefstein, A.** Is there an Israeli pedagogy? *National Institute of Education*, Singapore, 3/10/2014.

Professional / practitioner

- 2005 **Lefstein, A.** Teacher enactment of the English National Literacy Strategy – implications for Israeli education. *Mandel School for Educational Leadership*. Jerusalem, Israel. 3/1/2005.
- 2008 **Lefstein, A.** Changing classroom practice at large scale: the case of the English National Literacy Strategy. *Avnei Rosha*, the Israeli Institute for Educational Leadership, 24/12/2008.
- 2009 **Lefstein, A.** Teacher Learning from 'Best Practice' Representations (in Hebrew). *Policy for improving practice – learning from the English experience*. Seminar for delegation from *Avnei Rosha*, the Israeli Institute for Educational Leadership, Institute of Education, 13/2/2009.
- 2009 **Lefstein, A.** & Snell, J. Interim findings from the Towards Dialogue project. Presentation to senior management of London Borough of Barking and Dagenham Children's Services Department, 15/6/2009.
- 2009 **Lefstein, A.** Concluding remarks. *Reviving Talk*, London Association for Teachers of English, Kingston, 17/10/2009.
- 2010 **Lefstein, A.** Questioning and Dialogue in the Classroom. *Teacher professional development workshop*. Jewish Free School, London, 24/5/2010.
- 2010 **Lefstein, A.** & Perat, H. Facilitated international teachers workshop. *The ITEC Van Leer Education Conference on Teachers and Teaching Policies*. Van Leer Institute, Jerusalem, 7/11/2010.
- 2010 **Lefstein, A.** Teacher professional development – an international perspective. Policy-maker working group on teacher development, Van Leer Institute, Jerusalem, 22/12/2010.
- 2011 **Lefstein, A.** Video-based teacher professional development. *Meeting of the Pedagogical Secretariat*, Ministry of Education, Israel, 6/2/2011.

- 2011 **Lefstein, A.** Teacher professional development with and without video (Lecture and Workshop). *Media as a Resource for Learning, Learning day for School Inspectorate*, Tel-Aviv District, Ministry of Education, Israel, 6/3/2011.
- 2012 **Lefstein, A.** Teacher professional development – heretical reflections. *School Leadership Workshop*, Ovnayim Institute, Jerusalem, Israel, 18/3/2012.
- 2012 **Lefstein, A.** Analysing video-recordings of teaching practice – a classroom discourse perspective. *Programme development workshop*, Branco Weiss Institute, Beit Hashmonai, Israel, 22/3/2012.
- 2012 **Lefstein, A.** Facilitated two-day international working group of policy-makers, principals and teachers. *The ITEC Van Leer Education Conference: From Regulation to Trust*. Van Leer Institute, Jerusalem, 29-30/5/2012.
- 2012 **Lefstein, A.** Discourse, Learning and Understanding – Innovative Practices? *Teaching staff workshop*, Mevo’ot Hanegev Secondary School, Kibbutz Shoal, Israel, 21/6/2012.
- 2013 **Lefstein, A.** Design and facilitation of learning processes based on video-recorded lessons (lecture and workshop). *How can teachers learn from filmed lessons? study group*, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities, Jerusalem, 17/4/2013.
- 2013 **Lefstein, A.** Putting pedagogy on the table. *Seminar of the Ministry of Education Central District Management Team*, 8/7/2013.
- 2014 **Lefstein, A.** Educational change, at scale. *Branco Weiss Institute senior staff workshop*. Jerusalem, 27/1/2014.
- 2014 **Lefstein, A. & Haimovitch, A.** Educational Change at District Scale. *Round Table on Master Teachers as Agents for Educational System Improvement*, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities, Neve Ilan, 19/2/2014.
- 2014 **Lefstein, A.** Is There an Israeli Pedagogy? *Mandel School for Educational Leadership*, Jerusalem, 20/2/2014.
- 2014 **Lefstein, A.** Educational Innovation: Solution or Problem? *Innovation 2014*, Ben-Gurion University of the Negev, 18/6/2014.
- 2015 **Lefstein, A.** Is there an Israeli Pedagogy? *Meeting of the Pedagogical Secretariat*, Ministry of Education, Israel, 30/4/2015.

(d) Seminar presentations at universities and other education institutions

- 2005 **Lefstein, A.** Why Changing Teacher Practice is So Difficult: Notes from the English National Literacy Strategy. *Centre for Research in Pedagogy and Practice, National Institute of Education*, Singapore. 14/10/2005.
- 2007 **Lefstein, A.** Changing teacher practice through the National Teacher Strategy: A Micro-interactional perspective on policy enactment. *Oxford Centre for Socio-cultural and Activity Theory Research (OSAT)*, University of Oxford, 1/2/2007.
- 2008 **Lefstein, A.** Changing classroom practice: the problem of interactional genres. *Languages, Discourses & Society Academic Group*, University of Birmingham, 20/2/2008.
- 2009 **Lefstein, A. & Snell, J.** Video representations of teaching. *Video data analysis seminar*. Centre for Multimodal Research, Institute of Education University of London, 11/2/2009.
- 2009 **Lefstein, A. & Snell, J.** Problems and possibilities in the move from design to data - notes from the Towards Dialogue project. *Research Workshop in Language and Literacy*, King's College London, 10/3/2009.
- 2009 **Lefstein, A. & Snell, J.** Playing X-factor in the literacy classroom: on the prospects and problems of discourse genre interpenetration. *Lancaster Literacy Research Centre*, 26/5/2009.
- 2009 **Lefstein, A. & Snell, J.** When Discourse Genres Collide: Playing X-factor in a Literacy Lesson. *London English Research Group*, King's College London, 17/11/2009.
- 2009 **Lefstein, A. & Snell, J.** Analysing classroom culture through systematic multi-modal analysis of pupil engagement. *Video data analysis seminar*. Centre for Multimodal Research, Institute of Education University of London, 2/12/2009.
- 2010 **Lefstein, A.** The growing "makeover" of literacy teaching: notes on genre proliferation. *Centre for Critical Education Policy Studies (CeCeps) seminar series – Policy Futures: From the global to the local*. Institute of Education, University of London, 1/7/2010.
- 2010 **Lefstein, A. & Snell, J.** Fast-paced but dull? Systematic discourse analysis versus ethnographic experience of whole-class teaching. *Research Workshop in Language and Literacy*, King's College London, 1/2/2011.
- 2011 **Lefstein, A. & Snell, J.** Classroom Interaction and Dialogue: Processes of Continuity and Change. University of Exeter Graduate School of Education Seminar, 21/06/2011.

- 2011 **Lefstein, A.** & Snell, J. Dialogic Teaching of “Low Ability” Pupils: A Tale of Three Classrooms. School of Education, Tel-Aviv University, Israel, 1/12/2011.
- 2012 **Lefstein, A.** The Interaction of Academic and Everyday Discourse Genres: X-factor in a Literacy Lesson. *Doctoral Fellows programme*, Mandel School for Educational Leadership, 12/2/2012.
- 2012 Snell, J. & **Lefstein, A.** Dialogic Teaching of “Low Ability” Pupils: A Tale of Three Classrooms. School of Education and Social Work, University of Sussex, 5/3/2012.
- 2012 **Lefstein, A.** Linguistic ethnographic analysis – a brief introduction. Department of Educational Sciences, Masaryk University, Brno, Czech Republic, 9/10/2012.
- 2012 **Lefstein, A.** A linguistic anthropological approach to identity, as part of symposium on identity research. Ben-Gurion University of the Negev Department of Education Seminar, 18/12/2012.
- 2014 **Lefstein, A.** Discourse and learning between the laboratory and the field: the conditions for productive academic talk in Israeli primary schools. School of Education, Hebrew University of Jerusalem, 13/5/2014.
- 2014 **Lefstein, A.**, Pollak, I., Segal, A. & Feniger, Y. “Inside Israeli Pedagogy: Activity and Discourse in Secular Jewish Primary Classrooms.” Departmental Seminar, Department of Education, Ben-Gurion University of the Negev, 16/12/2014.
- 2016 **Lefstein, A.** Is there an Israeli Pedagogy? *Kay College*, 5/4/2016.
- 2016 **Lefstein, A.** Teacher informal learning through participation in professional discourse – a design-based implementation research collaboration. *Weizmann Institute*, 6/6/2016.
- 2018 **Lefstein, A.** Relocating teacher learning: from CPD to on-the-job talk. The Multilingual Education Research Seminar, *Tel-Aviv University*, 15/3/2018.
- **Research Grants**

2005 *King’s College London Development Fund.* **Lefstein, A.** (Principal Applicant), Costley, T. (PA), Shepherd, N. (PA), Home for Research Students in Department of Education and Professional Studies. Capital investment in research infrastructure, £15,000 (\$25,000).

2006 *Economic and Social Research Council (UK).* **Lefstein, A.** (PI), Teacher Enactment of Curricular Designs – Integrating Empirical and Philosophical

- Analyses. Postdoctoral Research Fellowship, 12/2005 to 11/2006, £33,882 (\$56,700).
- 2007 *Economic and Social Research Council (UK)*. Rampton, B. (PI), Blommaert, J., Jewitt, C., Roberts, C., **Lefstein, A.** & Bezemer, J., *Ethnography, Language and Communication in a Changing Society* <www.rdi-elc.org.uk>. Researcher Development Initiative, 1/2007-12/2009, £84,002 (\$140,600).
- 2008 *Economic and Social Research Council (UK)*. **Lefstein, A.** (PI), *Towards Dialogue: A Linguistic Ethnographic Study of Classroom Interaction and Change*. 11/2008-4/2011, £199,555 (\$334,100).
- 2009 *Economic and Social Research Council (UK)*. Harris, R. (PI), Rampton, B., **Lefstein, A.** & Leung, C., *Urban Classroom Culture & Interaction 2: From Research to Professional Practice*. 10/2009-9/2010, £81,213 (\$135,900).
- 2009 *Centre for Excellence in Work-Based Learning for Education Professionals (WLE Centre)*. Snell, J. (PI) & **Lefstein, A.**, *Promises and Perils of Video-based Teacher Professional Development*. 9/2009-4/2010, £13,000 (\$21,700).
- 2012 *Israeli Science Foundation*. **Lefstein, A.** (PI), *Negotiating professional visions in post-lesson feedback conversations*. 10/2012-9/2015, 240,000 NIS (\$66,800).
- 2012 *Israeli Science Foundation*. **Lefstein, A.** (PI), *Mobile laboratory for naturalistic study of classroom discourse and interaction. Capital investment in research infrastructure*, 224,909 NIS (\$62,600).
- 2012 *Philanthropic Foundation*. **Lefstein, A.** (PI and Director), Feniger, Y. (PI) & Netz, H., *Inside Israeli Pedagogy*. 9/2012-8/2014, 560,000 NIS (\$156,000).
- 2014 *Philanthropic Foundation*. **Lefstein, A.** (PI and Director), Feniger, Y. (PI), Asterhan, C., Parnafes, O. & Segal, A., *Large scale development of teacher professional discourse and leadership*. 9/2014-8/2017, 3,381,000 NIS (\$942,000).
- 2015 *Philanthropic Foundation*. Vedder-Weiss, D. (PI and Director) & **Lefstein, A.** (PI), *Development, Research and Capacity-Building to Support Teacher Leaders*. 11/2015-10/2016, 667,000 NIS (\$185,800).
- 2016 *Philanthropic Foundation*. Vedder-Weiss, D. (PI) & **Lefstein, A.** (PI), Asterhan, C., Feniger, Y., Roth, G. & Segal, A., *Leading Teachers Changing Reality - A Development and Research Programme*. 9/2016-8/2019, 4,500,000 NIS (\$1,253,800)
- 2017 *Israeli Science Foundation*. Asterhan, C. (PI), **Lefstein, A.** (PI), Vedder-Weiss, D. (PI), Roth, G. (PI) & Netz, H. (PI). *Meaningful learning through academically*

productive dialogue: a multi-level, large-scale, design-based implementation study. 10/2017-9/2022, 3,500,000 NIS (\$975,200).

2017 *Philanthropic Foundation*. **Lefstein, A.** (PI), Vedder-Weiss, D. (PI), Segal, A., Asterhan, C., Feniger, Y. & Roth, G. Sustainable Change Study: Processes of Teacher and District Empowerment. 10/2017-9/2020, 4,000,000 NIS (\$1,114,500).

2018 *Israeli Science Foundation*. Netz, H. (PI) & **Lefstein, A.** (PI). Social Class, Language and Academic Performance in the Classroom. 10/2018-9/2021, 465,000 NIS (\$128,250).

2019 *Philanthropic Foundation*. **Lefstein, A.** (PI) & Vedder-Weiss, D. (PI). Renewal of Development and Research Award 9196 – Leading Teachers in the Southern District. 9/2019-8/2021, 2,900,000 NIS (\$826,000)

• Present Academic Activities

Research in progress

1. *Meaningful learning through academically productive dialogue: a multi-level, large-scale, design-based implementation study*, with Christa Asterhan, Dana Vedder-Weiss, Guy Roth, Hadar Netz and Matan Barak. Expected completion: 9/2022.

2. *Teacher professional discourse and leadership, part of Research-Practice Partnerships with two Israeli districts*, with Dana Veder-Weiss, Aliza Segal, Yariv Feniger, Christa Asterhan, Guy Roth, Itay Pollak and many more. Expected completion: 8/2021.

3. *Social Class, Language and Academic Performance in the Classroom*, with Hadar Netz. Expected completion: 9/2021.

Articles

Under review:

1. Top down governance of bottom up change processes: An Israeli policy network case study (with Hemy Ramiel)
2. Reform Ripples: Scaling as Recontextualisation (with Tali Aderet)
3. Teacher team activity and collaborative inquiry into practice: comparing video analysis, consultation, and planning (with Miriam Babichenko and Christa Asterhan).

4. Teaching as a Clinical Profession: Revisiting the Medical Model of Professional Work in Teaching (with Ayelet Becher)

In preparation:

1. "Now She is the Teacher": Approximations as Representations of Practice (with Yael Pulvermacher)
2. Dialogic Pedagogy, Univocal Texts: Advancing dialogue within the existing language arts curriculum (with Matan Barak)
3. Overheard in Teacher Meetings: "Regular" Teachers Addressing Special Educational Needs (with Tamar Kanar-Furman)
4. Teacher disagreements about assessment practices (with Rotem Trachtenberg-Maslaton, Dana Vedder-Weiss, and Mirit Israeli).
5. Jurisdictional Negotiation between Leading Teachers and Guidance Counselors (with Ayelet Becher)

• **Additional Information**

I have been interviewed for a number of education articles and documentaries, including

- EDtalks, an on-line collection of interviews, discussions, and presentations about education (<http://edtalks.org/video/researching-teacher-talk>).
- the Channel 10 "Making a Difference" current affairs programme (24/10/2013, in Hebrew);
- Two lengthy (4-6 pp) conversations with the editor of the Israel teacher journal *Hed HaChinuch* (in Hebrew): Harpaz, Y. (4/2013) "I'm not at all sure that there is such a thing called 'frontal teaching' and Harpaz, Y. (12/2014) "We want more data and fewer stories".
- An interview with Shaun Murphy, book reviews editor for *Teaching and Teacher Education* (<http://dx.doi.org/10.1016/j.tate.2013.09.005>); and
- An academic article on dialogic teaching (Higham, R. J. E., Brindley, S., & Van de Pol, J. (2013). Shifting the primary focus: assessing the case for dialogic education in secondary classrooms. *Language and Education*, 1-14).
- A Massive Open On-Line Course (MOOC) on Rethinking Teaching, by Nir Michaeli, the Mofet Institute, <http://moocs.macam.ac.il/>.

• Synopsis of research

The main foci of my research are pedagogy, classroom interaction, teacher learning and educational change. In investigating these issues, I take a linguistic ethnographic approach, in which I seek to bring together the holistic interpretation that characterizes ethnography and the rigorous tools and systematic approach of linguistics. I am particularly interested in the intersections between research and professional practice and how to conduct research that is meaningful, rigorous and helpful for educators. I founded and co-lead (with Dr. Dana Vedder-Weiss) the Laboratory for the Study of Pedagogy, which currently includes some thirty faculty members, post-doctoral fellows, doctoral researchers, masters students and research and administrative staff. In what follows I briefly review my central research activities, achievements and contributions.

1. Israeli culture and pedagogy. How do the unique circumstances of Israeli history, society, culture, and education system shape pedagogical discourse and practice? Together with Yariv Feniger and Hadar Netz I investigated this question in *Inside Israeli Pedagogy*, a two-year study that used naturalistic observation, video recordings and focus groups to explore primary practice in secular schools in Israel (funded by the Yad HaNadiv Foundation, one of Israel's largest and oldest philanthropies). The contributions of this research include:

- (a) The study uncovered fundamental tensions central to teaching and learning in Israeli primary (secular, Jewish) language classrooms: between values education and academic learning, between participation and order, between knowledge and thinking, between interpersonal caring and academic challenge (see book no. 4, chapters nos. 9-12, article no. 11). We also conducted cross-cultural comparative studies of Israeli pedagogy in relation to classroom disagreements (article no. 17), dialogue and voice (articles nos. 15, 16 & 26), discussion of controversial issues (article no. 22) and language ideologies (article no. 25).
- (b) The research involved development of a new, multi-dimensional hierarchical coding scheme for the systematic observation of classroom discourse and activity (used to analyze a corpus of 28 lessons).
- (c) As a first systematic, rigorous analysis of Israeli pedagogy, this study has informed public and policy discourse about what happens in Israeli classrooms and why. We published the study in an open-access book and a special issue of *Hed Hahinuch*, the Israeli teacher journal (both available at <http://dialogicpedagogy.com/israeli-pedagogy>), and have presented and discussed findings with Israeli policy-makers, supervisors, teacher educators, and principals in fifteen presentations between 2/2014 and 5/2015.
- (d) During the final stage of the study we conducted a series of five full-day workshops with all 120 inspectors and supervisors in the Central District of the Ministry of Education, in which we presented findings and discussed implications. The ideas and relationship that developed out of this collaboration formed the basis for our study on teacher professional discourse and leadership (see section 4 below).

2. Dialogic pedagogy. My research advances a multi-dimensional approach to dialogic pedagogy that is informed by actual practice, is grounded in existing classroom conditions, and acknowledges the complexities and problems inherent in dialogue. I also investigate the

difficulties of enacting dialogic pedagogy, especially on a wide scale, and ways of addressing them. My work on these issues includes three studies:

a) *Towards Dialogue: A Linguistic Ethnographic Study of Classroom Interaction and Change*. This Economic and Social Research Council (ESRC)-funded study investigated dialogic pedagogy, video-based teacher professional development and processes of educational change and continuity in an East London Primary School. The project has produced seven journal articles (nos. 7, 8, 10, 14, 17, 19, & 21), two book chapters (nos. 4 & 7) and one book (no. 3). The journal articles include:

- An investigation of the interaction of popular culture and academic discourse genres in the classroom, and implications for social relations, power dynamics and pupil learning (article no. 8, published in *Reading Research Quarterly*, the top-ranked literacy education journal).
- A critical examination of the appropriation of the concept of “professional vision” in educational research, and a case study investigation of the politics of teacher professional vision and learning in video-based professional development workshops (article no. 7).
- A comparative case study of how teachers managed the participation and identities of “low ability” pupils in dialogic teaching. The study broadens our understanding of the impediments to dialogue and of the implications of dialogic pedagogy for classroom social identification processes (article no. 21, published in the prestigious *American Educational Research Journal*).

The *Towards Dialogue* project achieved the highest rating of “outstanding” following peer review by the funding council.

b) *Inside Israeli Pedagogy*. As part of this study (see above), Aliza Segal, Itay Pollak and I developed a series of investigations into the ways that policy imperatives to teach dialogically in Israeli classrooms are enacted by teachers and pupils, and their implications for the realization of pupil voice. Building on Bakhtin, Blommaert and Hymes, we identify four conditions for exercising voice: (a) opportunity to speak, (b) expressing one’s own ideas, (c) on one’s own terms, and (d) being heeded by others. Applying this framework, we find in Israeli classrooms a discourse form we have called, “exuberant voiceless participation”: pupils actively and sometimes even exuberantly participate in the discussion, but at the level of voice they rarely contribute their own ideas, which are even more rarely taken up and responded to by others (article no. 15). Nevertheless, voice does emerge, on the margins of the curriculum, in the struggle among students (article no. 16). Finally, we show how teacher attempts to elicit student voices can take the form of a public confession (article no. 26).

c) *Meaningful learning through academically productive dialogue: a multi-level, large-scale, design-based implementation study* (with Christa Asterhan, Dana Vedder-Weiss, Guy Roth, Hadar Netz, funded by the Israeli Science Foundation). This study will investigate the reciprocal relationship between dialogue in the classroom and cognitive skills, motivation and achievement; the social, cognitive and motivational factors that shape productive classroom dialogue; and the reciprocal relationship between formal teacher professional development structures and informal processes of learning on the job. We have just completed the initial, start-up year of this five-year field experiment.

3. *Teacher collaborative discourse and learning.* Initial work on teacher collaborative discourse was conducted as part of the Towards Dialogue project, in which my colleagues and I reflected on the differences between how researchers and teachers talk about classroom practice (article no. 7, book chapter no. 8). I continued this line of inquiry in an Israel Science Foundation-funded study, Negotiating professional visions in post-lesson feedback conversations, which furthered understanding of the role of narratives in pre-service teacher education (article no. 18) and of the ways in which teachers cope with dichotomous educational discourse about pupil motivation and discipline (article no. 20). This work has culminated in a large-scale design-based implementation research study aiming to cultivate and study pedagogically productive talk in school-based teacher team meetings (co-led with Dana Vedder-Weiss, funded by the Yad HaNadiv Foundation). The study involves close collaboration with teachers, principals, coaches, and supervisors in two school districts, as part of a national teacher leadership initiative. Initial publications based on this work include a study of the processes through which a teacher team appropriates a conversational protocol (article no. 24), investigation of the role of learner agency in coach scaffolding (article no. 23), examination of face-work in teacher investigations of video (article no. 27), discussion of dilemmas of leadership capacity building in a research-practice partnership (article no. 28), and a systematic review of theory, method and findings in research on teacher collaborative discourse (article no. 29). Further topics we are studying include activities and reasoning patterns in teacher team meetings, the management of disagreements, the role of the leading teacher, the enactment of "professional learning community" in Arab schools, disciplinary differences between teacher teams, the challenges facing a District seeking to change practice on a wide scale, and the dynamics of research-practice partnerships in a centralized system.

4. *Developing Linguistic Ethnographic methodologies.* Linguistic ethnography is a school in U.K. social science that brings together ethnographic openness and holism with linguistic concepts and methods. I have been involved in the development and dissemination of linguistic ethnographic methods through my work as Associate Director and Curriculum Coordinator for "Ethnography, Language and Communication in a Changing Society", an ESRC-funded Researcher Development Initiative (other members of this project were Ben Rampton, Jeff Bezemer, Jan Blommaert, Carey Jewitt and Celia Roberts), and I continue to collaborate with team members on an annual advanced research training summer school at King's College London. In particular I have contributed to the development, formalisation and teaching of methods for transcontextual analysis (with Blommaert) and genre analysis (with Rampton, Blommaert and Snell). I have also used these methods in my own research, including trancontextual analyses of the enactment of curricular materials in the English National Literacy strategy (article no. 4, published in the *American Educational Research Journal*), of the trajectory of the concept of professional vision in education research (article no. 7) and of the dis/empowerment of teacher voice in an international teacher workshop (article no. 12); genre analyses of discourse genre mixing in a literacy lesson (article no. 8) and of a the representation of teaching reform as a "makeover" process (article no. 3). Finally, I have been invited to conduct research training workshops in linguistic ethnographic concepts and methods in the Czech Republic, England, Finland, Germany, Scotland, South Africa and Israel.