

C.V. Pascale Benoliel (Ph.D.)

**PASCALE BENOLIEL**  
**BAR-ILAN UNIVERSITY, FACULTY OF SOCIAL SCIENCE**  
**SCHOOL OF EDUCATION**  
**DIVISION OF LEADERSHIP AND POLICY**  
**CURRICULUM VITAE**

**PERSONAL DATA**

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**E-mail:** [pascale.benoliel@biu.ac.il](mailto:pascale.benoliel@biu.ac.il)  
**Place of Birth:** Paris, France  
**Immigration to Israel:** August 1996  
**Personal website:** <https://scholar.google.com/citations?user=ir2eSuMAAAAJ&hl=en>  
<https://education.biu.ac.il/en/node/5707>  
<https://pascalebenoliel.wixsite.com/pascalebenoliel>

**EDUCATION**

<b>Year</b>	<b>Degree</b>	<b>Institution</b>
<b>2014-2014</b>	Post-doctorate (visiting scholar)	University at Albany, State University of New York
<b><u>SUPERVISOR:</u></b>	Professor Heinz Dieter Meyer and Prof. Aaron Benavot	
<b>2008-2012</b>	Ph.D.	University of Haifa
<b><u>PHD THESIS:</u></b>	Managing from the boundary in Senior Management Teams – Exploring the antecedents and consequences of the school leader’s external and internal activities at the individual, team and organizational levels (Written in English).	
<b>2003-2006</b>	M.A	University of Haifa
<b><u>SUPERVISOR:</u></b>	Prof. Anit Somech	
<b><u>MA THESIS</u></b>	The positive and negative impacts (influences) of participative management: personality factors (Big Five) as moderators in the relationship between participative management and performance, satisfaction and strain among teachers.	
<b><u>SUPERVISOR:</u></b>	Professor Anit Somech	
<b>1997-2002</b>	B.SC. (Education Biology-Science)	TECHNION Israel Institute of Technology

**ACADEMIC AFFILIATIONS/APPOINTMENTS**

<b>Year</b>	<b>Appointment</b>
October 2020- August 2021	Research Scholar, CUNY University, CSI, Staten Island, NY, Department of Educational Administration and Policy Studies.
2018-to date	Senior Lecturer with Tenure, Faculty Member School of Education, Bar-Ilan University, Ramat-Gan

## **C.V. Pascale Benoliel (Ph.D.)**

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2014-2019	Lecturer, Faculty Member School of Education, Bar-Ilan University, Ramat-Gan
2011-to date	Lecturer (Associate), M.Ed. program, Graduate School, Dept. of Leadership and management in Education Jerusalem College of Education, Jerusalem, Israel
2013-2014	Teaching associate, School of Education, Bar-Ilan University, Ramat-Gan
2011-2014	Lecturer (Associate), M.Ed. program, Graduate School, Dept. of Learning and Instruction, Dept. of Early Childhood Program and School of Continuing Education & Professional Development Levinsky College of Education, Tel Aviv, Israel,
2010-2013	Lecturer (Associate), M.A. program, Dept. of Counseling and Human Development University of Haifa, Israel
2010-2012	Research Assistant, Dept. of Leadership and Policy in Education, University of Haifa, Israel
2002-2003	Science Teacher – Biology and Physics, Shifman high school, Tirat Carmel, Haifa, Israel

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## **SUPERVISION OF GRADUATE STUDENTS**

### **M.A. Students:**

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Oren Abergel	2020	<i>Mid-level managers as boundary managers and team innovation: The impact of functional heterogeneity and personality traits from the Big Five typology</i>
Missa Nasser	2020	<i>A comparative perspective for understanding the implications of participative leadership and paternalistic leadership on school effectiveness and teachers behaviors in the Arab Sector and in the Jewish State Sector.</i>
Esther Amir	Current	<i>Participative management as a moderator in the relationship of parental involvement and the outcomes of teachers' job satisfaction, teachers' absenteeism and teachers' strain.</i>
Ayala Tsaduk	2019	<i>Transformational leadership of school middle-leaders: Antecedents and consequences for teachers' professional and organizational commitment</i>
Necham a Nadav	2018	<i>Developing and validating a systems-thinking scale for elementary school principals. Co-supervisor: Prof. Chen Schechter</i>

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## C.V. Pascale Benoliel (Ph.D.)

### Ph.D Students:

Gaelle Ferreres	Current	<i>A cross-national examination of the effect of the cultural, financial and human resources on PISA Performance Assessments.</i> Co-supervisor: Prof. Chen Schechter
Ayala Tsaduk	Current	<i>A mediator-moderator model for predicting school effectiveness: The impact of principal leaderships' styles and middle-leaders' collective efficacy and organizational commitment.</i> Co-supervisor: Prof. Chen Schechter
Nechama Nadav	Current	<i>Principals' systems thinking as a mediator in the relationships between principal and school characteristics and team and school effectiveness</i> Co-supervisor: Prof. Chen Schechter
Erez Zavelevsky	Current	<i>Exploring the antecedents of teacher retention from an ecological perspective</i> **Winner, University's President Scholarship Award Co-supervisor: Prof. Shapira - Lishchinsky
Ronit Adam	Current	<i>The teacher as a political leader and its impact upon the interaction between parents and teachers</i> Co-supervisor: Prof. Haim-Gaziel

### AWARDS/ HONORS

2020	Journal of Educational Administration Best Reviewer Award of 2019	
2013	The Highly Commended Award Winner of the 2012 Emerald/EFMD Outstanding Doctoral Research Awards in the Education and Leadership strategy category.	
2010	Research financing fund, University of Haifa	900 \$
2010	PhD Excellency scholarship, University of Haifa	13 000 \$

### GRANTS

2018-2019	Chief Scientist – Israel's Ministry of Education An extension of a granted research to analyse qualitative data from Israeli Ministry of Education- (PI) <i>“Successful school leadership as a means for retaining novice teachers: Towards developing a school ecological culture measure”</i> (with Prof. Shapira - Lishchinsky, Prof. Schechter and Prof. Klein)	13,000 \$
2016-2018	Chief Scientist – Israel's Ministry of Education (PI) <i>"Successful School Leadership as a Means for Retaining Novice Teachers: Towards Developing a School Ecological Culture Measure"</i> (with Prof. Shapira - Lishchinsky, Prof. Schechter and Prof. Klein)	80,000 \$
2009	Grant for article publication, University of Haifa	150 \$

**C.V. Pascale Benoliel (Ph.D.)**

## **COURSES TAUGHT/TEACHING EXPERIENCE**

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### Undergraduate

The Israeli Educational System (Lecture)  
The Role of the Leader in School Policy Design (Lecture)  
Simulation and study cases (Workshop)  
Practical training in leadership (Workshop)  
Formal and informal organizational systems (Online course)  
Globalization, organizational change and development (Online course)

### Graduate:

School leadership in a multicultural society - level 1 (Lecture)  
School leadership in a multicultural society - level 2 (Lecture)

## **MAIN RESEARCH INTERESTS**

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1. School leadership (system thinking and boundary activities)
  2. Team leadership and teamwork
  3. PISA data analysis, comparative research, cross-cultural research
  4. Organizational theory, personality and individual differences
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## **PROFESSIONAL FUNCTIONS**

### *Academic Appointments at the School of Education*

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2016 - Present	Member of the School of Education Ethics committee
2016 - 2020	Academic Chair of the Final Examination for Graduate Students.
2017-2018	Member of the School of Education 'Open house days' committee
2018- Present	Member on the School of Education's Committee on Integration and Orientation of New Students
2018- 2020	Chair of the School of Education 'Open house days' committee

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## **ADDITIONAL INFORMATION**

### *Ad hoc reviewer*

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2014-present	<i>Journal of Educational Administration</i> <i>Educational Management and Administration Leadership</i> <i>International Journal of Leadership in Education</i> <i>Teacher College Record</i> <i>Frontiers in Psychology, Psychology for Clinical Settings</i> <i>The Social Science Journal</i> <i>Small Group Research</i> <i>Teaching and Teacher Education</i>
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## C.V. Pascale Benoliel (Ph.D.)

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### *Conference Presentation Reviewer*

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2016-Present: University Council for Educational Administration – Annual Meeting

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### *Association Memberships*

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2014 - Present American Educational Research Association: Division A - Leadership; Leadership for School Improvement SIG; Organizational Theory SIG.

2014 - 2016 Member of the IAAP International Association of Applied Psychology

2016 - Present University Council for Educational Administration

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### *Academic Referee*

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2018 - Present Referee for The French Ministry for Europe and Foreign Affairs awards  
- Chateaubriand fellowships

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### *Organization of Academic Conferences*

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2019, May Chair and Organizer of a departmental seminar at the School of Education, Bar-Ilan University.

Keynote speaker: Prof Sharon Kruse from Washington State University  
“*Eleven Essential Questions for Educational Leadership: Exploring How a Focus on Equity Can Enhance Decision Making*”.

2019, January Organizer and Guest Speaker of a visit at the School of Education, Bar-Ilan University for French tourists as part of the MASSA program, in cooperation with the International School and the Simulation Center of Bar Ilan University.

“*From Paris to Bar-Ilan University: My Academic Journey*”.

2018, December Guest Speaker and Organizer for a week during a visit of 600 students from Jewish high schools in France to the Bar-Ilan University School of Education as part of the Jewish Agency's program, Bac Bleu Blanc. The project was done in cooperation with the International School and the Simulation Center of Bar Ilan University.

“*From Paris to Bar-Ilan University: My Academic Journey*”.

2018, December Guest Speaker and Organizer for a week during a visit of 600 students from Jewish high schools in France to the Bar-Ilan University School of Education as part of the Jewish Agency's program, Bac Bleu Blanc. The project was done in cooperation with the International School and the Simulation Center of Bar Ilan University.

“*From Paris to Bar-Ilan University: My Academic Journey*”.

2018, June Chair and Organizer of a departmental seminar at the School of Education, Bar-Ilan University.

Keynote speaker: Prof. Ira Bogotch from the Florida Atlantic University:  
“*Equity and Social Justice: Implications for School Leaders*”.

2018, June Member, Organizing Academic Committee, Israel's Departments of Educational Administration Conference – Jerusalem College

“*Tradition, innovation and effectiveness in educational leadership*”

**LIST OF PUBLICATIONS**

**I. ARTICLES IN REFEREED JOURNALS**

*(Note: \* indicates graduate student co-author)*

**Accepted Peer Reviewed Refereed Publications:**

1. **Benoliel, P.** (In press). A Team-based perspective for school improvement: The mediating role of school management teams. *Journal of Research on Educational Effectiveness*.
2. **Benoliel, P.,** & Berkovich, I. (In Press). Ideal teachers according to TALIS: Societal orientations of education and global diagnosis of teacher self-efficacy, *European Educational Research Journal*.
3. **Benoliel, P.,** Shaked, H., \*Nadav N., & Schechter, C. (In press). Principals' systems thinking attribute: Exploring a principal-middle-leader relational demography perspective. *Journal of Educational Administration*.
4. Shaked, H. & **Benoliel, P.** & Hallinger, P., (In press). How national context indirectly influences instructional leadership implementation: The case of Israel. *Educational Administration Quarterly*.
5. Barth, A., & **Benoliel, P.** (In Press). Well-being of Ultra-orthodox female teachers working in state-religious secular schools. *Dapim* (Hebrew).
6. \*Haouzi, Z., Barth, A., & **Benoliel, P.** (In Press). Educational leadership as a predictor of organizational commitment among ultra-orthodox teachers. *The Study of Organizations and Human Resource Management in Education* (Hebrew).
7. Shaked, H. & **Benoliel, P.** (In press). Instructional Boundary Management: The complementarity of instructional leadership and boundary management. *Educational Management and Administration Leadership*.
8. Berkovich, I., & **Benoliel, P.** (2020). (SI introduction). Organisational perspectives on globalisation in education. *Globalisation, Societies and Education*, 1-5.
9. Berkovich, I., & **Benoliel, P.** (2020). Framing the role of the school leader in OECD documents: A critical analysis. *Globalisation, Societies and Education*, 1-14.
10. **Benoliel, P.** (2020). Managers as boundary spanners and school violence: The mediating role of school management teams. *Educational Management and Administration Leadership*, 48(2), 286-304. <https://doi.org/10.1177/1741143218802592>.
11. \*Nadav, N., **Benoliel, P.,** Shaked, H., & Schechter, C. (2020). Exploring school principals' systems thinking competencies. *Leadership and Policy in School*, 1-20.
12. Berkovich, I., & **Benoliel, P.** (2020). The educational aims of the OECD in its TALIS insight and lesson reports: exploring societal orientations. *Critical Studies in Education*, 61(2), 166–179.
13. Barth, A., & **Benoliel, P.** (2019). School religious-cultural attributes and school principals' leadership styles in Israel. *Religious Education*, 1-16.
14. **Benoliel, P.** & Berkovich, I., (2019). Understanding OECD representations of teachers and teaching: a visual discourse analysis of covers in OECD documents. *Globalisation, Societies and Education*, 17(2), 132-146.
15. Shapira-Lishchinsky, O., & **Benoliel, P.** (2019). Nurses' psychological empowerment: An integrative approach. *Journal of Nursing Management*, 27(3), 661-670.

### C.V. Pascale Benoliel (Ph.D.)

16. Barth, A., & **Benoliel, P.** (2019). School Religious-Cultural Attributes and School Principals' Leadership Styles in Israel. *Religious Education*, 1-16.
17. **Benoliel, P.**, Shaked, H., \*Nadav N., & Schechter, C. (2019). School principals' systems thinking: Antecedents and consequences. *Journal of Educational Administration*, 57(2), 167-184.
18. Berkovich, I., & **Benoliel, P.** (2018). Marketing teacher quality: critical discourse analysis of OECD documents on effective teaching and TALIS. *Critical Studies in Education*, 1-16.
19. **Benoliel, P.** & Berkovich, I. (2018). A cross-national examination of the effect of the Schwartz cultural dimensions on PISA performance assessments. *Social Indicators Research*, 139(2), 825-845.
20. **Benoliel, P.** & Somech, A. (2018). A new perspective for understanding the role of school managers: The impact of principals' boundary activities on the effectiveness of school management team. *Teachers College Record*, 120(3), 1-40.
21. **Benoliel, P.** & Schechter, C. (2018). Teamwork doubting and doubting teamwork. *Improving Schools*, 21(3), 225–239.
22. **Benoliel, P.** (2017). Managing school management team boundaries and school improvement: An investigation of the school leader role. *International Journal of Leadership in Education*, 20(1), 57-86.
23. **Benoliel, P.** & Schechter, C. (2017). Is it Personal? Teacher's personality and the principal's role in professional learning communities. *Improving Schools*, 20(3), 222–235.
24. **Benoliel, P.** & Berkovich, I. (2017). There is no 'T' in school improvement: The missing team perspective. *International Journal of Educational Management*, 31(7), 922-929.
25. **Benoliel, P.** & Barth, A. (2017). The implications of the school's cultural attributes in the relationships between participative leadership and teacher job satisfaction and burnout. *Journal of Educational Administration*, 55(6), 640-656.
26. **Benoliel, P.** & Schechter, C. (2017). Promoting the school learning processes: Principals as learning boundary spanners. *International Journal of Educational Management*, 31(7), 878-894.
27. **Benoliel, P.** & Somech, A. (2016). Functional heterogeneity and senior management team effectiveness: The mediating role of school leadership. *Journal of Educational Administration*, 54(4), 492-512.
28. **Benoliel, P.** & Somech, A. (2015). The role of leader boundary activities in enhancing interdisciplinary team effectiveness. *Small Group Research*, 46(1), 83–124.
29. **Benoliel, P.** & Somech, A. (2014). The health and performance effects of participative leadership: Exploring the moderating role of the big five personality dimensions. *European Journal of Work and Organizational Psychology*, 23(2), 277-294.
30. **Benoliel, P.** & Somech, A. (2010). Who benefits from participative management? *Journal of Educational Administration*, 48(3), 285-308.

**C.V. Pascale Benoliel (Ph.D.)**

## **II. CHAPTERS IN BOOKS**

*(Note: \* indicates graduate student co-author).*

1. Shaked, H., **Benoliel, P.**, \*Nadav N., & Schechter, C. (2018). Principals' systems thinking: The meaning and measure of a leadership construct. In H. Shaked, C. Schechter & A. Daly (Eds). *Leading holistically: How schools, districts, and states improve systemically*. New York: Routledge.

## **Reports**

1. Shapira-Lishchinsky, O., **Benoliel, P.**, Klein, J., & Schechter, C. (2019). *Successful School Leadership as a Means for Retaining Novice Teachers: Towards Developing a School Ecological Culture Measure*. Israeli Ministry of Education.

## **III. PAPERS PRESENTED AT SCIENTIFIC CONFERENCES**

*(Note: \* indicates graduate student co-author).*

### **INTERNATIONAL CONFERENCES**

1. **Benoliel, P.** & Berkovich, I. (2021, Forthcoming). Ideal Teachers by TALIS: Societal Orientations of Education and the Global Diagnosis of Teacher Self-Efficacy. Roundtable presentation at the virtual Annual Meeting of the American Educational Research Association AERA, US.
2. **Benoliel, P.**, Shaked, H., \*Nadav, N., & Schechter, C. (2021, Forthcoming). Principals' Systems Thinking Attribute: Exploring a Principal-Middle-Leader Relational Demography Perspective. Paper presentation at the virtual Annual Meeting of the American Educational Research Association AERA, US.
3. \*Zavelevsky, E., Shapira-Lishchinsky, O., **Benoliel, P.**, Klein, J. & Schechter, C. (2020, April). *An Ecological School Culture for Teacher Retention*. Paper accepted at the ECER, Scotland.
4. **Benoliel, P.**, (2020, April). *A Team-based Perspective for School Effectiveness: The Role of School Management Teams*. Paper accepted at the Annual Meeting of the American Educational Research Association AERA, San Francisco, CA.
5. Shaked, H. & **Benoliel, P.** & Hallinger, P. (2020, April). *How national context indirectly influences instructional leadership implementation: The case of Israel*. Paper accepted at the Annual Meeting of the American Educational Research Association AERA, San Francisco, CA.
6. \*Zavelevsky, E., Shapira-Lishchinsky, O., **Benoliel, P.**, & Klein, J. (2020, April). *An ecological perspective of teacher retention: An emergent model*. Paper accepted at the Annual Meeting of the American Educational Research Association AERA, San Francisco, CA.
7. Shaked, H., & **Benoliel, P.** (2019, November). *Validating Subaltern Forms of Leadership: The Complementarity of Instructional Leadership and Boundary Management*. Paper presented at the Annual Conference of the University Council for Educational Administration UCEA, New-Orleans, LA.
8. \*Tsadok, A. & **Benoliel, P.** (2019, June). *Transformational Leadership of School Middle-Leaders: Antecedents and Consequences for Teachers' Professional and Organizational*



### C.V. Pascale Benoliel (Ph.D.)

- Commitment*. Paper presentation at the 7th International Conference on Teacher Education, ISRAEL
9. Barth, A. & **Benoliel, P.** (2019, June). *Cultural attributes for leadership style in school principals in Israel*. Paper presentation at the 7th International Conference on Teacher Education, ISRAEL
  10. **Benoliel, P.** & Berkovich, I. (2019, April). *A Cross-National Comparison for Understanding the Relationship between the Schwartz Human Values and Variations in PISA Achievements*. Paper presentation at the Comparative and International Education Society, CIES, San Francisco, CA.
  11. **Benoliel, P.** (2019, April). *Principals' Boundary Activities and School Violence: The Mediating Role of School Management Teams' Effectiveness*. Roundtable presentation at the Annual Meeting of the American Educational Research Association AERA, Toronto, CANADA.
  12. **Benoliel, P.**, Shaked, H., \*Nadav, N., & Schechter, C. (2019, April). *School Principals' Systems Thinking: Antecedents and Consequences*. Paper presentation at the Annual Meeting of the American Educational Research Association AERA, Toronto, CANADA.
  13. Shaked, H., **Benoliel, P.**, \*Nadav, N., & Schechter, C. (2018, November). *Principals' systems thinking: The meaning and measure of a leadership construct*. Paper presentation at the Annual Conference of the University Council for Educational Administration UCEA, Houston, TX.
  14. **Benoliel, P.** (2018, October). *A cultural perspective for understanding the implications of participative decision-making in schools*. Paper accepted for presentation at the Annual Meeting of the International Society for Educational Planning ISEP, Charleston, SC.
  15. **Benoliel, P.** (April, 2018). *School cultural characteristics and teachers' burnout: The dark side of participative management*. Roundtable presentation at the Annual Meeting of the American Educational Research Association AERA, New York, NY.
  16. **Benoliel, P.** & Barth, A. (2017, November). *The implications of the school's cultural attributes in the relationships between participative leadership and teacher job satisfaction and burnout*. Paper presentation at the Annual Conference of the University Council for Educational Administration UCEA, Denver, CO.
  17. **Benoliel, P.** & Berkovich, I. (2017, April). *A Cross-National examination of the effect of the Schwartz human values on PISA performance assessments*. Roundtable presentation at the Annual Meeting of the American Educational Research Association AERA, San Antonio, TX.
  18. **Benoliel, P.** & Somech A. (2016, November). *A new perspective for understanding the role of school managers: The impact of principals' boundary activities on the effectiveness of school management team*. Paper presentation at the Annual Conference of the University Council for Educational Administration UCEA, Detroit, MI.
  19. **Benoliel, P.** & Somech A. (2016, July). *Functional heterogeneity and interdisciplinary team effectiveness: The role of leader's boundary activities*. Paper accepted for presentation at the 31<sup>st</sup> International Congress of Psychology, ICP, Japan.
  20. **Benoliel, P.** & Somech A. (2016, January). *Functional heterogeneity and team effectiveness: The mediating role of leadership*. Paper presentation at the International Organizational Behavior Conference IOBC, Tel Aviv, Israel.

### **C.V. Pascale Benoliel (Ph.D.)**

21. **Benoliel, P.** & Somech A, (2015, October). *Promoting senior management team effectiveness: The mediating role of school leadership*. Paper presentation at the Annual Meeting of the International Society for Educational Planning ISEP, Baltimore, MD.
22. **Benoliel, P.** (2014, August). *Leading school management teams: An investigation of the school leader boundary activities*. Invited lecture conference at the SEACChange Organization Department of Educational Administration and Policy Studies (EAPS), University at Albany, State University of New York, NY.
23. **Benoliel, P.** (2014, July). *Boundary leadership and school effectiveness improvement: Exploring the antecedents and consequences of the leader's external and internal activities*. Paper presentation at the 28<sup>th</sup> International Congress of Applied Psychology ICAP, Paris, FRANCE.
24. **Benoliel, P.** & Somech, A. (2014, July). *Functional heterogeneity of school management team: understanding their dynamic, enhancing their effectiveness*. Poster presentation at the 28<sup>th</sup> International Congress of Applied Psychology ICAP, Paris, FRANCE.
25. **Benoliel, P.** (2014, April). *Managing from the boundary in school management team and school effectiveness: An investigation of the school leader role*. Paper presentation at the Annual Conference of the American Educational Research Association AERA, Philadelphia, PA.
26. **Benoliel, P.** & Somech, A. (2014, April). *Functional heterogeneity of senior management team: The mediating role of school leadership*. Roundtable presentation at the Annual Meeting of the American Educational Research Association AERA, Philadelphia, PA.
27. **Benoliel, P.** (2013, July). *A boundary perspective to school leadership: Investigating the school leaders' activities*. Paper presentation at the 6<sup>th</sup> International Conference on Teacher Education, Jerusalem, ISRAEL.

### **LOCAL CONFERENCES**

1. \*Tsaduk, A. & **Benoliel, P.** (2018, June). *Transformational leadership among school mid-level leaders*. Paper presentation at the Annual Conference of Educational Leadership Departments, Jerusalem College.
2. \*Nadav, N., Shaked, H., **Benoliel, P.**, & Schechter, C. (2018, June). *Principals' systems thinking: The meaning and measure of a leadership construct*. Paper presentation at the Annual Conference of Educational Leadership Departments, Jerusalem College.
3. \*Ayala, H., Barth A., & **Benoliel, P.** (2018, June). *Teachers' job satisfaction as a mediator in the relationship of participative leadership to teachers' organizational commitment*. Poster presentation at the Annual Conference of Educational Leadership Departments, Jerusalem College.
4. \*Haouzi, Z., Barth A., & **Benoliel, P.** (2018, June). *Transformational, transactional and participative leaderships as predictors of organizational commitment among ultra-orthodox teachers*. Poster presentation at the Annual Conference of Educational Leadership Departments, Jerusalem College.
5. **Benoliel, P.** & Berkovitch, I. (2017, June). *A Cross-National examination of the effect of the Schwartz human values on PISA performance assessments*. Paper presentation at the Annual Conference of Educational Leadership Departments, Oranim College.

### C.V. Pascale Benoliel (Ph.D.)

6. \*Bitan, Y., \*Gomery, H., \*Dvash, D., \*Zlof, Y., \*Wineberg, E, **Benoliel P.** & Bart A. (2017, June). *The relationships of professional, organizational and leadership variables to parental involvement and teacher' perceptions regarding parental involvement*. Poster presentation at the Annual Conference of Educational Leadership Departments, Oranim College.
7. \*Breverman, D., \*Bernes, Y., \*Hai, N., \*Herbert, A., \*Haimovich, H., Barth, A. & **Benoliel, P.** (2017, June). *Predicting teachers' job satisfaction by professional, organizational and leadership variables, and teachers' job satisfaction as a mediator between leadership styles and teachers' burnout*. Poster presentation at the Annual Conference of Educational Leadership Departments, Oranim College.
8. **Benoliel, P.** & Barth, A. (2015, June). *A cultural perspective toward understanding the positive and negative influences of participative leadership on teachers' satisfaction and burnout*. Paper presentation at the Annual Conference of Educational Leadership Departments, Orot Israel College, Elkana.
9. \*Polak, S., \*Lapid, B., Barth, A. & **Benoliel, P.** (2015, June). *Teachers' empowerment and autonomy as mediators in the relationship between participative leadership and teachers' satisfaction at the workplace*. Poster presentation at the Annual Conference of Educational Leadership Departments, Orot Israel College, Elkana.
10. \*Shelin, S., \*Berholev, A., **Benoliel, P.** & Barth, A. (2015, June). *Teachers' satisfaction at the workplace as mediating the relationship between participative leadership and teachers' burnout*. Poster presentation at the Annual Conference of Educational Leadership Departments, Orot Israel College, Elkana.
11. \*Aloyli, A., \*Rifkind, S., \*Pond, M., \*Zuckerman, R., Barth, A. & **Benoliel, P.** (2015, June). *Neuroticism as a moderators in the relationship between participative leadership and teachers' burnout*. Poster presentation at the Annual Conference of Educational Leadership Departments, Orot Israel College, Elkana.
12. **Benoliel, P.** & Somech, A. (2014, June). *Functional heterogeneity of senior management team: The mediating role of school leadership*. Paper presentation at the Annual Conference of Educational Leadership Departments, Hemdat Hadarom College, Sderot.
13. **Benoliel, P.** & Somech, A. (2013, June). *Who benefits from participative leadership? Exploring the moderating role of the big five personality dimensions*. Paper presentation at the Annual Conference of Educational Leadership Departments, Gordon College of Education, Haifa.
14. Barth, A. & **Benoliel, P.** (2015, June). *In-culture and out-of-culture ultra-Orthodox elementary school teachers: Toward understanding the differences in burnout and satisfaction at work*. Paper presentation at the Departmental Seminar of Leadership and Policy in Education, Jerusalem College, Jerusalem.
15. **Benoliel, P.** (2014, June). *School Effectiveness improvement: Exploring the antecedents and consequences of the school leader's external and internal activities at the individual, team and organizational levels*. Paper presentation at the Departmental Seminar of Leadership and Policy in Education, Jerusalem College, Jerusalem.
16. **Benoliel, P.** & Bart, A. (2014, June). *A cultural perspective toward understanding the positive and negative influences of participative leadership on teachers' organizational*

## **C.V. Pascale Benoliel (Ph.D.)**

*commitment and burnout*. Paper presentation at the Departmental Seminar of Leadership and Policy in Education, Jerusalem College, Jerusalem.

17. **Benoliel, P.** (2012, May). *Managing from the boundary in Senior Management Teams: Exploring the antecedents and consequences of the leader's external and internal activities at the individual, team and organizational levels*. Paper presentation at the Departmental Seminar, Leadership and Policy in Education, Haifa University, Haifa, 2012.
18. **Benoliel, P.** & Somech, A. (2012, June). *Managing from the boundary in Senior Management Teams and school effectiveness improvement: A multilevel investigation of the school leader activities*. Paper presentation at the Annual Conference of Educational Leadership Departments, Ben Gurion University of the Negev, Beer-Sheva.
19. **Benoliel, P.** (2012, June). *Managing from the boundary in Senior Management Teams: Exploring the antecedents and consequences of the leader's external and internal activities at the individual, team and organizational levels*. Paper presentation at the Conference of Doctorate Students, Leadership and Policy in Education, Haifa University, Haifa.
20. **Benoliel, P.** (2010). Lecture Marathon (Finalist). *Managing from the boundary in Senior Management Teams: Exploring the antecedents and consequences of the leader's external and internal activities at the individual, team and organizational levels*. Paper presentation at the Mandel Scholars in Education Program, Mandel Leadership Institute, Jerusalem.

## **LANGUAGES**

**French** mother tongue, **English** fluent, **Hebrew** fluent.

## **ACADEMIC PROFILE**

I completed a PhD at Haifa University, Israel in 2012, in the Department of Educational Leadership and Policy under the supervision of Professor Anit Somech. As part of my visiting scholar post-doctoral training position in 2014 with the Department of Educational Administration and Policy Studies (EAPS), State University of New York at Albany, under the supervision of Professor Aaron Benavot and Professor Heinz Deter-Meyer, I have been working on a cross-national comparative approach using the PISA data set. I have pursued the investigation in the domain of education governance and policy and cross-cultural research in educational leadership. Since 2014, I am a Senior Faculty Member at the School of Education at Bar-Ilan University. Since 2018, I am a Senior Lecturer with tenure at the School of Education at Bar-Ilan University.

### ***Research Activities***

I adopted a cross-cultural and comparative perspective for my research on policies and leadership practices. I have two main research domains. My first field of research focuses on the impact of globalization and “education governance” on educational policies worldwide. My second field of research focuses on systemic aspects in the work of school leaders and educational teams that influence school effectiveness. This second field of research can be divided into the following sub-areas: Boundary management, participative management and systems thinking.

### **Globalization and “education governance”**

I have been focusing on the influences of “education governance” on educational policies worldwide, particularly the ways in which the OECD communicates and markets educational quality, and on cultural dimensions as significant factors that have too often been underemphasized or ignored in research on educational performance on international tests. In a set of articles, I have examined OECD publications and documents using mixed methods, involving both critical discourse analysis (CDA), visual discourse analysis (VDA), and cross-country analysis of the Teaching and Learning International Survey (TALIS) framework. Importantly, these studies highlight that the OECD promotes the idea that educational quality can be represented by performance in a series of educational indicators. In the context of neoliberal governance, such educational indicators serve not only to inform the process of policy generation but also to justify and validate the use of comparative data as a policy tool in the education governance framework. Also, adopting a critical perspective enables the development of new insights about how a particular form of professionalism promoted by the OECD through TALIS, used as an epistemological tool. Several works have already been published and accepted for publication in highly ranked journals (*Social Indicators Research*, (2018); *Critical studies in Education*, (2020); *Globalization, Societies and Education*, (2019)).

### **Systemic aspects in the work of school leaders**

As for my second field of research, applying a comparative and systemic approach to school leadership, I have focused on the role of school leaders as team leaders and boundary

### **C.V. Pascale Benoliel (Ph.D.)**

managers and on whether the effectiveness and consequences of several leadership styles such as participative management and systems thinking is contingent upon cultural attributes utilizing and analyzing data at the national level.

One of my main research objective has been to investigate the unique role and activities of principals in managing their senior management team (SMT) boundaries and the impact of such activities on SMT and school effectiveness. I proposed that to improve effectiveness, principals' boundary activities should refer both to internal activities directed towards the SMT, aimed at sharpening the team boundary from within (e.g. building team trust); and external activities directed at connecting the SMT to its external environment to acquire resources. This is a wider perspective, one that emphasizes a central challenge for principals, known as "boundary management," that is, managing the SMT and the school boundaries by establishing and maintaining both intra-team and inter-organizational relationships to ensure that the SMT's actions are appreciated by external constituencies, and that the SMT acquires the resources it needs to function properly. I was among the first researchers to apply and research the concept of boundary management in the educational context. Importantly, my implementation and empirical study of this idea have supported the unique value of teamwork and specifically teamwork at the management team level, emphasizing the important role of principals' boundary activities. This research is important both from a theoretical and practical point of view because the concept of teams tends to be marginalized in the scholarly discussion of school improvement. Few studies have focused on the role of school teams in promoting school change in general, and as agents for change in particular. My research findings underline the importance of effective teamwork in the school setting, both in research, teaching, and practice. Please see my articles published in *Small Group Research* (2015); *Journal of Educational Administration* (2016); *International Leadership Journal of Management in Education* (2017); *Teachers College Record* (2018); *Educational Management & Administrative Leadership* (In press); *International Journal of Management in Education* (2017). Please see my conceptual papers published in the *International Journal of Educational Management* (2017) and in *Improving Schools* (2017, 2018).

Recently, applying a comparative perspective, I have explored the impact of cultural and religious attributes on the effectiveness of participative management, defined as shared influence in decision making by a superior and his/her employees, in an attempt to highlight such attributes as significant factors in explaining the variations in the effect of principals' participative management on teachers' attitudes across several samples with a particular focus on the ultra-Orthodox community in Israel. Such an inquiry is fruitful because of the changes that are occurring and re-shaping this community. This makes the ultra-Orthodox community a good case study for facilitating the development of practical processes for nurturing the application of new leadership practices that may be better adapted to suit particular contexts in schools with unique cultural and religious attributes (Please see my articles in *Journal of Educational Administration* (2017); *Religious Education*, 2019).

Furthermore, I have been recently involved in projects exploring another conceptual framework for school leadership: Systems thinking. Systems thinking emphasizes

### **C.V. Pascale Benoliel (Ph.D.)**

understanding the system as a whole before studying its parts, while simultaneously considering an array of influencing factors. I have participated to the development of a quantitative scale for measuring principal systems thinking in schools. Systems thinking provides principals a means of seeing the school as an integrated, complex composition of many interconnected components that need to work together. This research is important because such a systemic approach toward school leadership may assist principal to cope with various kinds of administrative tasks and allow principals to improve the whole system by optimizing the interactions among the system's parts. For particulars, see *Principals' systems thinking: The meaning and measure of a leadership construct (Book chapter)* and my articles in *Journal of Educational Administration (2019)*, *Leadership and Policy in School (2019)*.

As an active researcher in the educational management field, I have consistently presented my research at highly esteemed international conferences such as the Annual Meeting of the American Educational Research Association (2014, 2017, 2018, 2019), the Annual Conference of the University Council for Educational Administration (2016, 2017, 2018), the Annual Meeting of the International Society for Educational Planning (2015), International Congress of Applied Psychology (2014) and the International Organizational Behavior Conference (2016). This has enabled me to connect and work with international researchers. Recently (2018), I invited Prof. Ira Bogotch from the Florida Atlantic University to give a lecture titled: “*Equity and Social Justice: Implications for School Leaders*” in the School of Education. For next year, Prof Sharon Kruse from Washington State University has accepted my invitation and is scheduled to give a lecture titled: “*Eleven Essential Questions for Educational Leadership: Exploring How a Focus on Equity Can Enhance Decision Making*” at the School of Education.

My publications in leading peer-reviewed educational journals attest to my expertise in qualitative and quantitative researches. In 2020, I have been awarded the Journal of Educational Administration Best Reviewer Award of 2019.

In 2016, I was awarded (with Prof. Shapira, Prof. Schechter, and Dr. Klein) a highly respected two-year grant by the Chief Scientist at the Ministry of Education.

In 2018, I was awarded (with Prof. Shapira, Prof. Schechter, and Prof. Klein) an extension of a research grant to analyse qualitative data.

In 2013, I was awarded a prestigious academic award, The Highly Commended Award Winner of the 2012 Emerald/EFMD Outstanding Doctoral Research Awards, in the Education and Leadership strategy category.

Since 2014, I have served as a peer reviewer of articles submitted for publication in most of the prominent journals in the field of educational management and psychology, such as the *Educational Administration Quarterly*, *Journal of Research on Educational Effectiveness*, *Journal of Educational Administration*; *Teacher College Record*; *Educational Management and Administration Leadership*; *International Journal of Leadership in Education*; *School Leadership and Management*; *Teaching and Teacher Education*; *Small Group Research*; *Frontiers in Psychology*. I've also served as a reviewer for the Annual Conference of the

## **C.V. Pascale Benoliel (Ph.D.)**

University Council for Educational Administration for the last three years (2016, 2017 and 2018).

### ***Teaching Activities***

In the Division of Educational Leadership and Policy, I teach a wide range of courses in several formats such as lectures, workshops, and online courses both at the undergraduate and graduate levels. The courses I taught touch upon a variety of subjects, including policy design, practical training in school leadership, simulation and case studies, globalization and organizational development, teamwork, leadership in a multicultural society, the Israeli educational system, and formal in informal organizational systems. Most of my courses have at least 40 to 70 students.

Regarding my teaching philosophy, I favor classroom dynamics that permit dialogue and foster a degree of student input. I encourage the students to think about the class as a community. This means that in my classes, I have students spend a fair amount of time in smaller groups in which they not only discuss and consider the subject matter together, but also write together in collaboration. Also, in some courses, I have been taking students to visit schools and meet with school principals and faculty members. In another course, I combine simulations and case study, using the School of Education simulation center. Through this combination of classroom studies and field investigation, students have been exposed to both theory and practice. In keeping with this emphasis on process, I have been pleased by enthusiastic student reactions (I received high mean student ratings consistently in recent years, from 4 out of 5, and above).

### ***Academic Involvement and Service***

In addition to my efficiency in research and my deep investment in teaching and advising, I hold some important academic roles. Currently, I serve as Academic Chair of the Final Examination for Graduate Students (the School of Education). I also serve as a Chair of the School of Education's Committee for "Open House Days" to recruit new students, as a Board Member on the School of Education's Ethics Committee, and as a Board Member on the School of Education's Committee on Integration and Orientation of New Students.

In addition, I was member of the academic organizing committee of the *Annual Conference of Israeli Educational Administration Departments* in 2018.

Recently, I was selected by the "Ambassade de France" to serve as a Referee in the jury committee for "The French Ministry for Europe and Foreign Affairs" awarding Chateaubriand Fellowships.

### ***Future Research Agenda***

As my academic research shows, I am interested in issues pertaining to educational policies and school leadership. I have been focusing on education governance and policy, cross-cultural and comparative research combining quantitative and qualitative research. My studies have focused on team leadership, boundary management, participative leadership, systems thinking from a multilevel approach within the educational context. Specifically, I'm



### **C.V. Pascale Benoliel (Ph.D.)**

investigating how the interplay between individual and environmental factors may influence the attitudes and behavior of both leaders, team members and school faculty.

My research goals will be to pursue comparison through PISA analysis and to investigate the notion of “glocalization” as a process occurring within the Israeli educational context. I have currently submitted a research proposal for a prestigious grant (ISF) to pursue the research in this field. Also, another research goal will be to expand our knowledge of the factors that can contribute to school effectiveness and team effectiveness, focusing mainly on the role of the principal through his or her leadership and management activities. Specifically, I aim to explore the interplay between leadership styles and cultural attributes and their influences on teacher well-being and school effectiveness by drawing comparisons across various Israeli samples, with a particular focus on the ultra-Orthodox community.