

## Advisory board reviews successes of the Galileo Institute

On May 1, the Institute's Advisory Board reflected on a very successful year, which included outreach projects in the Center Line and Van Dyke school districts, a successful request for funding from the university, submission of a proposal to the U.S. Department of Education to fund a project linking Pontiac and Walled Lake schools, completion of research projects, and a variety of regional conferences. In addition, Nate Harris representing the National Forum for the Public Good at the University of Michigan presented their final findings and recommendations for the future of the Galileo Institute. The report is available on the Institute's website- [www.oakland.edu/galileo](http://www.oakland.edu/galileo).

Advisory board meetings during the upcoming school year will be held on September 18, 2009, January 15, 2010 and May 7, 2010 from 8 -10:30 AM at Meadowbrook Hall.



*New board member, Virginia Brennan-Kyror congratulates Steve Gaynor, Bloomfield Hills Superintendent on his recently completed term as chair of the Galileo Consortium.*



## Galileo Institute creates partnerships to encourage systems change

The Galileo Institute partnered with Oakland University and Oakland Schools' Early Childhood departments to examine the leadership roles that support children and families in the transition from early childhood (birth-5) to K-12 programs. More than 80 participants including teachers, directors, superintendents, board of education members and consultants met at Meadowbrook Hall on August 12 for this successful collaborative event--Building a Connected System: Voices in the Intersection of Early Childhood and K-12 Education.

On June 16, more than 100 teachers and administrators attended the Institute's annual summer conference. Keynote speaker, Joellen Killion of the National Staff Development Council spoke on the need to create systems that support teacher leaders. She explained that teacher leaders cannot be effective without attention to relationships, structures and schedules. She also noted that systems must confront competing values related to teacher leadership including "we vs. them", "egalitarianism vs. expertise", and "collective responsibility vs. individuality".



*TOP and ABOVE LEFT: Early Childhood conference participants built Lego® models to illustrate leadership roles to support families in the transition from early childhood to K-12 programs. ABOVE CENTER: After hearing Dr. Killion's message, a break out group from Farmington Hills discussed the implications of teacher leadership initiatives within their district. ABOVE RIGHT: Dr. Caryn Wells and Dr. Joellen Killion shared insights about the emerging roles of teachers in the change process.*

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## KEEPING UP WITH THE PODCASTS

Recent episodes of *Podcasts for Leaderful Schools* featured interviews with Will Richardson on the potential of Web 2.0 technologies for schools, Marion Brady on the need for fundamental re-thinking of education policy, and Oakland's own Dr. Ron Kramer on trends in K-12 literacy instruction. The final episode of the 2008-09 academic year featured a conversation between Bob and Linda and members of the on-campus Education Specialist cohort about their vision for leadership.

Click on the *Leaderful Schools* logo above for quick access to all the great information that you'll find in our *Podcasts for Leaderful Schools*.

## GALILEO RESEARCH REVIEW:

Maxfield, C. R., Wells, C. M., Klocko, B., & Feun, L. (2008). The role of superintendents in supporting teacher leadership. *Connexions Online Journal*.

Maxfield, C.R. & Flumerfelt, S. (2009). The empowering principal: Leadership behaviors needed by effective principals as identified by emerging leaders and principals. *International Journal of Teacher Leadership: II(2)* Winter, 2009.

Wells, C. M, Maxfield, C. R., Klocko, B. & Feun, L. (2009). Principals' perception of the role of superintendents in developing teacher leadership. Pending final review for publication in *Journal of School Leadership*.



## BOOK TALK with Kay Cornell, Education Consultant

**CHANGE WARS**, Edited by Andy Hargreaves and Michael Fullan, Solution Tree Press, Bloomington, IN (2009)

**Change Wars** might better be named "Change Conciliation" since, after all these years of reform movements, there seems to be more agreement than disparate opinions. This is a compilation of change theories written by some of the most renowned leaders in education. While each of the authors comes at the topic of change from a different lens, there are many common themes and areas of consensus throughout the book, all based on the necessity for improvement in student learning. Linda Darling-Hammond writes on the importance of highly skilled teachers in the classroom. She quotes from Michael Fullan: "Those who have worked to improve schools have found that every aspect of school reform...depends on highly skilled teachers working in tandem with families." "These teachers must be supported by strong leaders if any improvement is to be sustained," writes James Spillane. Pedro Neguera and Jonathon James advocate for minority students in their discussions on how vital it is that schools meet the many needs of immigrant children and families and the critical need for schools to commit to confronting bias and racism in schools and society. No book on educational improvement would be complete without global benchmarking, taking the best of all successful systems throughout the world and creating a new model based on the successes of others. The essay by Dennis Shirley explains why educators have turned against so many reforms and predicts that the next version of NCLB will be a "growth" model, in which teachers will follow individual student progress. Should change be top down, bottom-up, a combination or done democratically? Each possibility is put forth in a very readable, thoughtful way. The insights and solutions in this book will help those who read it lead into the next generation of schools in America.

## QUESTIONS? Contact

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