

# Sabbatical Report 2019



## Steve Hall, Wakatipu High School

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

**John Dewey**

“The world is moving at a tremendous rate. No one knows where. We must prepare our children not for the world of the past, not for our world, but for their world - the world of the future.” **John Dewey**

‘The future is not some place we are going but one we are creating. The paths are not to be found but made - and the activity of making them changes both the maker and the destination.’ **John Schaar**

# **Table of Contents**

[Executive Summary](#)

[Introduction](#)

[Acknowledgements](#)

['Leadership: An Evolving Vision' - course overview](#)

[Strategy](#)

[General](#)

[Dual Missions](#)

[Culture](#)

[Change and Leadership Development - the 'Immunity Challenge'](#)

[Other Areas](#)

[Counselling](#)

[Universal Design for Learning](#)

[Closing Thoughts](#)

[Appendix](#)

## **Executive Summary**

The objective of my sabbatical was to *‘undertake the “Leadership: An Evolving Vision” course at Harvard Graduate School of Education. Connect theory and practice, and develop in a number of areas that are important for the leadership of our school’*.

The Leadership: An Evolving Vision (LEV) course was seven days long, held in July 2019, and had 131 experienced principal and school leader participants from the US and around the world. My report outlines my experience of the course and my key learnings and takeaways, however as many of those were very ‘WHS in 2019’ specific they are not all detailed in the report.

Key learnings from the opening strategic session included: a reminder of the need for us to continue to focus on ‘ownership and enactment’ of our strategic vision, including our new Ākonga Profile so that it is well known and understood by the whole WHS community; from an ‘Ease-Impact’ matrix, consider how we deal with our various strategic initiatives in terms of efficiency and sequencing; that an effective strategy should be able to fit on one page; and the importance of knowing your ‘why’, which is likely to give our work energy and impact. The second strategic session dealt with the idea of organisations having dual or multiple missions - which felt very much like WHS in 2019, with our business as usual ‘all-round education’ and the Ākonga Profile. The session outlined how we need to check our design and identity, as well as other strategies for how to manage this effectively.

The session on culture was excellent. To enable us to better understand culture it presented a model of five elements of organisational culture, as well as the difference between the content and structure of culture. It encouraged us to develop a vision for the culture we want in our schools, and presented six strategies we can use to change and shape culture to achieve this vision.

‘Including Ourselves in the Improvement Equation’ was a thought-provoking session about change and personal leadership. It included how difficult change is for people, with the big idea being that people have an ‘immune system’ - which includes unconscious beliefs and assumptions that can work against commitments and prevent change. The session presented a process to test and address these beliefs and assumptions to enable change to occur.

Overall the course was an excellent learning experience, with sessions that were relevant to WHS and our unique journey in 2019. I have some useful learnings and takeaways that I will

bring back to WHS. The opportunity to meet and learn with educational leaders from around the world was both enjoyable and enhanced the learning experience.

## **Introduction**

The objective of my sabbatical was to: *‘undertake the “Leadership: An Evolving Vision” course at Harvard Graduate School of Education. Connect theory and practice, and develop in a number of areas that are important for the leadership of our school’.*

In my application I referred to the history and journey of Wakatipu High School (WHS) - most recently and notably including our move to a new ILE (innovative learning environment) and PPP (public private partnership) campus, our ongoing growth, and the challenge of dealing with these while also striving to achieve our new strategic vision of ‘delivering Aotearoa New Zealand’s best all-round education’, which includes our new ‘Ākonga Profile’ (a holistic graduate profile). My sabbatical, which was from the end of Week 6 Term 2 until the end of Week 6 Term 3, 2019, provided an important opportunity to step back, learn, reflect and consider potential next steps on our journey.

This report outlines my experience of attending the ‘Leadership: An Evolving Vision’(LEV) course at Harvard, and my key learnings and takeaways from the course. The purpose of this report is to be a ‘resource for other Principals<sup>1</sup>’ and, given that it seems that attending this course is not uncommon for NZ principals on Sabbatical, I have tried to give a sense of the experience and the elements that I found relevant and useful. However, in terms of my specific learnings and takeaways, many of them are very ‘WHS in 2019’ specific and so, while there is much work that I have prepared to do on my return to school, I have not detailed all of that in the report itself.

## **Acknowledgements**

I am very grateful to the Ministry of Education / Teach NZ for the sabbatical. The opportunity to undertake professional learning, to reflect and to rejuvenate is wonderful, and I have felt very fortunate and am very appreciative.

I am also very grateful to the Board of Trustees of WHS for their support of my sabbatical, their generous support is very much appreciated.

---

<sup>1</sup> 2019 Secondary Principals’ Sabbatical Application Form, p3

In terms of WHS, I am also very thankful to those who have led and run the school in my absence. This most notably includes the Senior Leadership Team, and particularly Mr Oded Nathan who has been Acting Principal - my sincere thanks.

I must also acknowledge and thank everyone involved with the 'Leadership: An Evolving Vision' course, including faculty, staff and facilitators as well as fellow participants for making it a great experience and learning opportunity. My particular thanks and acknowledgement goes to the presenters whose work I have named and referenced in my report.

### **'Leadership: An Evolving Vision' - course overview**

The 'Leadership: An Evolving Vision' course is run by the Harvard Graduate School of Education as part of their 'Principals' Centre'. LEV is for experienced principals and school leaders, and aims to provide an opportunity to *'reflect, stretch, and strengthen your leadership skills, examine challenges to raising student achievement, and work with experts in school leadership to master effective strategies for building successful schools'*. The course was seven days long, from Sunday 7th to Saturday 13th July. It had 131 participants, approximately half from the US and the rest from around the world - including many from Australia and a number from New Zealand.

Apart from the second day, which was a full day of 'Project Adventure' experiential education held at an offsite location, the rest of the course was 90-180 minute sessions by a range of presenters, which were delivered in a range of styles, including lecture-style and the case study method, and with varying degrees of engagement, rigour and interactivity.

An important aspect of the course was small group discussion. We were put into groups of approximately eight participants, each with a facilitator, and we had scheduled time together each day to reflect on the material, discuss and do other exercises. My group was diverse and interesting, and an enjoyable group of professionals and people to get to know and learn with. Below is not a summary of every session of the course but the key sessions and parts that really resonated for me and that I found particularly relevant and useful or thought-provoking in terms of WHS and our journey and my leadership.

## Strategy

There were two strategic sessions in the opening days of the course. They were both useful in different ways and for different reasons.

### General

Elizabeth (Liz) City's session 'Strategy in Action' was on the opening afternoon of the course.

Interestingly the session began with the classic 'professor with the rocks and the sand and the jar ...<sup>2</sup>' analogy for time management and prioritisation. This was an analogy I know well and think is very useful, and have even spoken to students about - but there was a twist. Liz invited several volunteers to come up and actually do the exercise but, despite their best efforts, the 'big rocks' would not fit into the jar (not a good start if you know the exercise). It provided an important opening for the opening strategic session in that City believes that in public education there is simply too much to do - given the resources and time available, and that not everything is possible, which means that as educational leaders we must be very strategic and prioritise. An impactful start which definitely resonated with me ...

The next key element that was useful for WHS came from a 'Signs of Strategy (SOS)' rubric. The rubric included four 'Principles of effective strategy' down the left-hand side:

Instructional core; Focus, coherence and synergy; Both visionary and problem-solving; and Ownership and enactment throughout the system. The rubric then had four 'Levels of impact' across the top. The key takeaway for me was regarding ownership and enactment of our strategy, particularly including our new Ākonga Profile. As the square on the rubric where I felt we currently are stated: 'key leaders in the system talk publicly about the strategy, but others in the system don't talk about or clearly understand' it. Apparently ownership and enactment is often the lowest rating of the four principles - and to be fair this was not news, in that we have known very well that the Ākonga Profile is new in both concept and content and that we were going to have to work hard to publicise and make it real within the WHS community, but it tied in with recent discussions at BoT level and was a useful reminder of the importance of this and an impetus for ongoing work in this area.

Another important takeaway from the session came from a 2x2 'Ease-Impact' matrix, with 'Impact on outcomes you care about' on the vertical and 'Ease of implementation' on the

horizontal, and the four squares being: Hard and high impact; Hard and low impact; Easy and high impact; and Easy and low impact. We then had to do an exercise where we put our current initiatives on the matrix (and it was interesting to note that I placed nearly all of ours in the 'hard' squares). The key messages were that: if things are low impact, and we feel like we do need to do them, then we need to figure out how to do them very efficiently; and in terms of hard work, especially high impact, while it is important it is taking lots of resources and so we need to ask ourselves do we need to do it all now or can we sequence it in some way? Given the amount of work and strategic initiatives we currently and potentially have, this was useful and thought-provoking, and is an exercise I will do with the Senior Leadership Team (SLT) (NB even where each of us place initiatives on the matrix could be interesting).

To draw things together, City made the point regarding strategy that an effective strategy - which includes the plan and initiatives, should be able to fit on one page. The exercise of doing this supports the strategy being clear and concise, which then better supports improving ownership and enactment as above.

My final takeaway from this session was a reminder about 'why'. City stated that if we took only one thing away from the session then this should be it: understand and know your answers to the '3 Questions: What, Why and How', and while all three are important she particularly focused on the 'why'. She referenced Simon Sinek's well-known Golden Circles<sup>3</sup>, but also showed a video from comedian Michael Jr on 'Know your Why' (<https://www.youtube.com/watch?v=LZe5y2D60YU>) which makes the point that if you are clear about your 'why' then it will have more impact, and energy. This was a useful reminder to reflect on why we are in education and why we lead, as well as what kind of education and learning we want for our students.

## **Dual Missions**

Jim Honan's session 'Leadership, Strategy and Performance' was on the morning of the third day (and given that all of day two was away on Project Adventure, it effectively followed Liz City's Strategy in Action session above). It was a different but strategically useful session for WHS in 2019.

Honan's session used the case study method (which I find very powerful) with an 'out of (the education) sector' case on the FBI. The case began with Robert Mueller becoming director of

---

<sup>3</sup> [https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)



the FBI in September 2001. In theory the FBI had two purposes - law enforcement and domestic intelligence, but in practise law enforcement considerably overshadowed intelligence. That all had to change just seven days after Mueller began the job when 9/11 happened. The case was about his challenge of transforming the FBI - with its long-standing history, structures and culture, to get it to effectively focus on domestic intelligence and, as George W. Bush put to Mueller in the hours after 9/11, prevent another terrorist attack. As well as being an interesting and engaging case (including the powerful point that within the FBI at the time of 9/11 was information - which if it had been shared or coordinated, could have potentially prevented the 9/11 attacks) it was the medium for an important idea and problem which felt particularly relevant for WHS in 2019, which is how does an organisation effectively manage dual or multiple missions? The relevance of this idea for WHS felt even stronger when the session was framed that in 2019 those dual missions are frequently a routine one and an innovative/entrepreneurial one.

For me this felt like the challenge we have felt with our new strategic plan where we have 'business as usual' - which includes academic achievement, as well as a multitude of other things like operating in the new school, uniform and behaviour/discipline etc, while also having a new and innovative objective in delivering our Ākonga Profile. That it feels like these two missions potentially conflict with each other is something we have discussed as an SLT and has been an issue we have had to get our heads around, so this problem and idea felt very relevant for us.

The key idea and learnings from the session were that in cases of dual or multiple missions organisations need to check their design and their identity. Design is relatively simple - it is 'what we do'. It includes organisational structure, systems, processes, priorities and resourcing. Identity is more complex, and is 'who we are'. It includes how the organisation sees itself, it's culture - including its history, and is more intangible with a strong human element. In terms of making changes to these key areas to support dual missions, design is simpler - things like structure can be (relatively) easily changed, and can be driven from the top down. Identity is harder to change because of the greater human and intangible elements. Another key learning was that organisations need to ensure that they know the answer to their 'Question Zero' - that is 'what are we actually trying to achieve here'? As part of this, organisations then need to ensure that their design and identity are correct, and are aligned and supporting the dual missions, as well as identifying any obstacles or things getting in the way.

I spoke to Jim Honan after the session and briefly explained our situation and he reiterated and made several key points that were relevant and useful for us, including 'naming' and being explicit about there being dual missions, and ensuring that both missions are valued and supported. Honan also noted that having dual or multiple missions is complex and hard, and is a situation which requires real leadership to manage effectively.

This was a useful session which resonated strongly for me in terms of WHS's very unique situation and context in 2019. From the session as outlined above, I have a number of ideas to work through with the SLT.

## **Culture**

An important part of maximising learning in a course like LEV is doing the readings and pre-work before each session, and most evenings and early mornings, as well as the flights to Boston, were spent doing this. Even given this, our group facilitator particularly warned us to be well-prepared for Ebony Bridwell-Mitchell's session 'Cultural Leadership for Transforming School Organisations', as she would 'cold call' participants and expect them to know the material well (and I was in fact one of the first people she called in the session). This turned out to be an outstanding session - and a highlight of the course for many, both in terms of the content and its relevance as well as Bridwell-Mitchell's energetic, rigorous, engaging and interactive presentation style.

The first part of the session was on the elements and components of an organisation's culture, including: fundamental beliefs and assumptions; shared values; behavioural norms; patterned behaviours; and artefacts and creations. While I have felt quite familiar with organisational culture this was a new and useful framework for understanding and diagnosing it.

She then made sure that we understood the difference between content and structure. This was the point that culture can be strong or weak, and that this is different to whether it is good (positive) or bad (negative), with Enron used as an example of an organisation with a very strong but bad culture.

Part of what made this such a useful session is that it was very practical, with Bridwell-Mitchell providing time throughout the session for us to develop ideas and actions for our settings. This included beginning to develop a 'cultural vision' for our schools. While a simple idea, I found this to be very useful, particularly as we had identified student culture as something we needed to work on this year. Part of this process included describing our current culture, and identifying assets and obstacles to achieving our cultural vision.

In terms of shaping culture to achieve a desired cultural vision, the session identified six elements and strategies including: founder/leader effects; selection; socialisation; backwards induction; restructuring networks; and broadcasting. The session spent time on each of these, making a particular point of the relative size and importance of the leader effect (no pressure ...), and provided prompts and suggestions for areas to work on to progress in each of these areas.

Again, this was a very useful session - both in terms of learning and in potential practical application for me and WHS in 2019. It is an area that I have already developed a plan for working through when I return to school.

In terms of culture, and strategy, there was another different and interesting case which came up - not in any of the sessions per se, but several times during the course, including in our group discussions, which was that of the Pike Place Fish Market. While 'world famous', and certainly seeming to be very well-known in the US, for 'throwing fish' (yes, actually throwing fish) it is a very different and interesting story of an organisation which has done very well in large part by focusing on its culture. This includes having fun at work, treating staff well and trusting them a lot, and being genuinely interested in people - both staff and customers, rather than simply trying to sell fish. Click [here](#) (or see the footnote below<sup>4</sup>) for a 20 minute video on the Pike Place Fish Market. It certainly served to highlight and remind some key points regarding the power of creating a culture of enjoying work and treating stakeholders well.

---

<sup>4</sup> <https://www.youtube.com/watch?v=L8cFSzaclXU>

## **Change and Leadership Development - the 'Immunity Challenge'**

Deborah Helsing's session 'Including Ourselves in the Improvement Equation' was on the morning of the second last day, and was a thought-provoking and powerful session. The session was about change and leadership - and very much included ourselves.

Helsing's opening was about how difficult change is. This included the statistic that of people who are told by their doctor that they need to change their lifestyle or they could die - despite urgency, knowledge, good intentions etc, only about one in seven people actually make a change. She also talked about the 'New Year's Resolution' model of change, i.e. make resolutions and commitments, try hard, have some success ..., but that most people don't manage to maintain or sustain change and that this is normally put down to a lack of willpower and determination etc.

The pre-reading set the scene for the session and in terms of change in education and it contained the following quote:

*"The usual explanations about the difficulty of change say that people aren't sufficiently motivated because they aren't genuinely committed to the change. But from our perspective, those explanations don't get to the heart of the matter. The idea of the 'immune system' is our way of making sense of the fact that educators often have genuine and powerful commitments to improving teaching and learning and yet at the same time operate in ways, often unmindfully, that work against that very commitment". Robert Kegan<sup>5</sup>*

The concept of the 'immune system' was at the heart of this session. The idea of the immune system is that while we often have things we would like to change and commit to changing, we also very often have deeply-held commitments, beliefs and assumptions - even if these are unconscious, that can be a powerful force in the opposite direction and that work against change. Helsing described this stalemate situation as like having one foot on the accelerator and the other on the brake, and that while that results in no movement it is not a passive state of being in 'park' but frequently a stressful one which saps energy.

In terms of the process to address this, it was interesting that Helsing referenced Heifitz's work regarding this situation not being technical change but 'adaptive' change - a term we at WHS have become very familiar with from Dr Peter Blyde and his work with us as we prepared for the move to the new school.

---

<sup>5</sup> 'Interview with Robert Kegan and Lisa Lahey'; National Staff Development Council, Journal of Staff Development, Summer 2002, p66.

Helsing's 'Immunity Map' had four columns, with the following key headings:

1. Commitment - the thing that would make the most difference to our effectiveness or happiness.
2. Doing/Not Doing (Vs #1) - what we are doing/not doing that is getting in the way of commitment #1.
3. Competing Commitments - Imagine doing the opposite of column 2, what worries or fears come up?
4. Big Assumptions - what assumptions must we be making for column 3 to make sense.

Helsing noted that Column 4 feels like 'the truth' to us, and this is the one that keeps our 'immune system' working like it does. She also noted that these assumptions are often over-generalised and simplified rather than nuanced and complex like the real world. She then made the point that if we are able to know and understand our big assumptions then we are able to do something about them and make change. A key point here though was that the 'New Year's resolution' model of change and 'just get better at this' would not work in this situation. Instead we needed to be rigorous and 'test' our deeply-held big assumptions to see when, if ever, they are true or not, and she stepped us through a process to design a test to do this.

This whole process was a very interesting one to go through, and provoked some deep thinking and soul-searching, and yielded some in-depth discussions with our partners on this activity (who we knew pretty well by this point on the course).

Again, I found this session very interesting and thought-provoking, and have even bought the book 'How the way we talk can change the way we work' by Robert Kegan and Lisa Lahey to continue to learn more about this area, which has the potential to be impactful for me and WHS.

## **Other Areas**

There were two other very specific areas which I will very briefly note that I will look to bring back to WHS in due course.

### **Counselling**

Mandy Savitz-Romer's session 'Building School Support Systems for All Students' was essentially about counselling and ensuring that schools have good systems to support all students holistically. Particularly given what we have done with our timetable and the introduction of Kaiārahi and Āko Time it felt like we were definitely on track in this area. A useful takeaway for me was a point that she made about ensuring that schools have a clear and well-communicated vision and plan for counselling and support for all students. While I actually feel that in practise this area is one we do well at WHS, the idea of actually having a clear vision and plan and communicating that felt useful.

### **Universal Design for Learning**

Elizabeth Hartmann and Jon Mundorf's session on UDL was a long and comprehensive session.

Again, given our move to the new school and a pedagogy that includes more personalised learning I felt that we have made some progress in this direction. There was however an interesting and useful TedX Talk by Todd Rose which made the point that 'if we design our instruction for the average learner then we're designing for no-one' ([The Myth of Average - Todd Rose](#)).

## **Closing Thoughts**

The 'Leadership: An Evolving Vision' course was very useful for me and Wakatipu High School.

The majority of the sessions were very good, and a number of them were excellent - both in terms of their content and relevance for WHS and our journey in 2019, as well as their delivery, engagement and ultimately my learning (it is a useful experience as a principal to so explicitly be a learner). Several sessions really resonated with me and resulted in some useful learnings and takeaways - a number of which I have already prepared for when I return to school, while there are a couple of others that I will continue to reflect and work on.

An important part of the course was the opportunity to meet and learn with educational leaders from around the world, including other principals from New Zealand. This important aspect of the course was both enjoyable and enhanced the learning experience.


This aspect of the course also yielded useful revelations and reminders regarding just how lucky we are at WHS and in NZ. This applies not only to WHS's new campus but to our students and community, as well as where we live. It also made me appreciate the autonomy we have in NZ with our system of education, including our BoT's ability to set direction and strategy. It also applied to our ability to control our curriculum and pedagogy, as well as resourcing - and just how well-resourced and supported WHS is as a school (that it is apparently not uncommon in the US for teachers to have to have other jobs for financial reasons made me appreciate our salaries). It also reminded me just how educationally and pedagogically progressive WHS is, as well as what it has taken to achieve that. As is often the way, being able to look around made me appreciate just how lucky we are.

My sincere thanks again to the MoE/Teach NZ, and the BoT and SLT of WHS for their support and making this sabbatical possible. The opportunity to learn, reflect and rejuvenate is remarkable and I believe I will return to WHS the better for all three, and for the opportunity I am very grateful.



# Appendix

## LEV Course Schedule

 <b>HARVARD GRADUATE SCHOOL OF EDUCATION</b> <i>The Principals' Center</i>			<b>Leadership: An Evolving Vision (LEV)</b> <b>July 7 - 13, 2019</b> <i>Main Classroom: Askwith Lecture Hall</i>				
Sunday, July 7	Monday, July 8	Tuesday, July 9	Wednesday, July 10	Thursday, July 11	Friday, July 12	Saturday, July 13	
		Continental Breakfast 8:00 a.m.	Continental Breakfast 8:00 a.m.	Continental Breakfast 8:00 a.m.	Continental Breakfast 8:00 a.m.	Continental Breakfast 8:00 a.m.	
		Morning Meeting 8:30 a.m.	Morning Meeting 8:30 a.m.	Morning Meeting 8:30 a.m.	Morning Meeting 8:30 a.m.	Morning Meeting 8:30 a.m.	
	<b>Project Adventure</b> Buses depart Appian Way at 7:30 a.m.  Buses depart from Project Adventure at 3:30 p.m.	Leadership, Strategy and Performance Jim Honan 8:45 a.m. - 10:30 a.m.	Cultural Leadership for Transforming School Organizations Ebony Brindwell-Mitchell 8:45 - 10:15 a.m.	Universal Design for Learning - Theory and Practice Elizabeth Hartmann & Jon Mundorf 8:45 - 10:15 a.m.	Including Ourselves in the Improvement Equation Deborah Helsing 8:45 - 10:15 a.m.	Supporting Beginning Teachers in Instruction Katherine Merseth 8:45 - 10:30 a.m.	
		Beverage Break 10:30 - 10:45 a.m.	Beverage Break 10:15 - 10:30 a.m.	Beverage Break 10:15 - 10:30 a.m.	Beverage Break 10:15 - 10:30 a.m.	Beverage Break 10:30 - 10:45 a.m.	
		Mental Health and Stress Mandy Savitz-Romer 10:45 a.m. - 12:15 p.m.	Session Continues 10:30 a.m. - 12:00 p.m.	Session continues 10:30 a.m. - 12:00 p.m.	Session continues 10:30 a.m. - 12:00 p.m.	Bringing it All Back Home Katherine Merseth & Joe Blau 10:45 a.m. - 12:00 p.m.	
Registration Askwith Hallway 12:00 - 1:30 p.m.			Discussion Group Lunch Various Locations 12:15 - 2:00 p.m.	Facilitator Lunch Larson 214 12:00 - 1:15 p.m.	Discussion Groups Various Locations 12:15 - 1:15 p.m.	Facilitator Lunch Larson 214 12:00 - 1:15 p.m.	Program Closing and Certificates 12:00 - 1:00 p.m.
Program Welcome 1:00 - 1:30 p.m.			Travel Time	Travel Time	Travel Time	Travel Time	
Strategy in Action Elizabeth City 1:30 - 3:00 p.m.		Session Title TBD TBD 2:15 - 3:45 p.m.	Travel Time				
Snack Break 3:00 - 3:15 p.m.		Snack Break 3:45 - 4:00 p.m.	International Contexts Roberto Gonzales 2:45 - 4:15 p.m.	Lunch on your own Free Time to Explore Cambridge and Boston	Leadership: A Cognitive View Howard Gardner 2:45 - 4:15 p.m.		
Session Continues 3:15 - 5:00 p.m.		Discussion Groups Various Locations 4:00 - 5:30 p.m.	Snack Break 4:15 - 4:30 p.m.		Snack Break 4:15 - 4:30 p.m.		
Travel Time		Discussion Groups Various Locations 4:30 - 5:45 p.m.	Discussion Groups Various Locations 4:30 - 5:45 p.m.		Discussion Groups Various Locations 4:30 - 6:00 p.m.		
Discussion Groups Various Locations 5:15 - 6:30 p.m.		Travel Time	Travel Time		Travel Time		
Opening Dinner Gutman Reading Area 6:30 p.m.			Reception Queens Head Pub 6:15 - 7:45 p.m.		Cookout Rudcliffe Yard 6:15 p.m.		