

Springboard Trust Impact Report 2019

Abridged version

Making a difference



SPRINGBOARDTRUST

We believe effective strategic leadership transforms schools for New Zealand learners.

Our Values



Make a Difference

We come to work every day to make a difference. Making a difference means doing what we can to support school leaders to transform educational outcomes for learners. We believe a culture of dynamic capability, curiosity, agility and responsiveness is the ideal environment in which transformational ideas can flourish.



Passionate About Learning

We are passionate about learning and the concept of ako. Ako means both to teach and to learn. It describes a relationship of reciprocity and requires us to build caring, inclusive and productive learning communities where everyone feels their contribution is valued. We keep it real and encourage critical thinking and creativity through a culture of support.



Better Together

We leverage our collective strengths, expertise, diverse perspectives and ideas. We collaborate in and outside of our own organisation and succeed by working respectfully, supportively and effectively together. We believe that creating value in the lives of others is predicated on treating everyone in a valued way. We build connections.



Bring our Best

We live our values no matter what. We are the courageous and accountable leaders we need to be to achieve our vision of a better future. We value quality but recognise that quality for tomorrow requires experimentation today, so we can discover bold, clever, sustainable solutions capable of creating the difference we want to make in the world. We make discoveries and challenge ourselves to be better.

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Glossary*

ALS	Alumni Services	NPS	Net Promoter Score
CP	Capacity Partners	NZCER	New Zealand Council for Educational Research
HPL	High Performing Leaders	SLPP	Strategic Leadership for Principals Programme
HPLT	High Performing Leadership Teams	ToC	Theory of Change

Foreword: Making a Difference

Each year we look forward to presenting our impact report. By compiling, publishing, and talking about it, we ensure that we are accountable to all the people who support our work.

We also ensure that we learn from our own experiences, and thereby continuously improve our programmes so that we can do our best for our most important stakeholders: Kiwi children.

This year's report provides an overview of outcomes that our team, partners and volunteers have achieved together. These outcomes reflect the on-going benefits of cross-sector collaboration to support school leaders. Our ability to bring together people with varied experience but a shared passion for education remains the key to our ongoing success. This success, in turn, encourages more school principals to trust us, and more volunteers to give of their time. So each year we can strengthen our foundations and aim higher.

In addition to being a year of continuing progress, 2019 saw significant change at Springboard Trust itself. Our long-term CEO, Lorraine Mentz, stepped down during the year. Lorraine had been with us almost as long as Springboard Trust has existed and was the only employee when we started our work with New Zealand schools in 2007. Her belief in Springboard Trust's vision, and the energy, entrepreneurship and caring she demonstrated consistently over so many years have been instrumental in Springboard Trust's success.

Our Strategic Partners



The legion of admirers who attended Lorraine's farewell including students, principals, current and former colleagues, funders and volunteers - affirmed the impact she has had, and the esteem in which she is held. We owe Lorraine a huge debt of gratitude.

Just after the end of the year we were delighted to announce the appointment of Dale Bailey as our new CEO. Dale's broad experience includes more than a decade as a teacher, leadership roles at the Education Review Office and Careers New Zealand and executive roles at the Museum of New Zealand Te Papa Tongarewa. He is equally comfortable in the classroom and in the boardroom. It is a mark of Springboard Trust's progress that we were able to attract a leader of Dale's calibre, and we look forward to the next chapter of our story under his leadership.

Dale and the Springboard Trust team have plenty of opportunities and challenges ahead of them, which we also summarise in this report. Perhaps most importantly, in the spirit of holding ourselves accountable, we are challenging ourselves this year to improve the rigour with which we measure the connection between our programmes, effective school leadership, and educational outcomes. This is ambitious, and will take time. Indeed, it is a problem that continues to vex researchers all over the world. We will draw on the work they do, and in doing so also become more systematic in the way we track and incorporate into our programmes proven leading-edge educational practices from around the world. We will also continue to innovate, launching two new offerings: School Innovation Services and Strategic Leadership for Rural Teaching Principals Programme.

On behalf of Springboard Trust's Board, I would like to thank our dedicated team. Times of leadership change are always disruptive. This report shows that our team remained focused on the task at hand, and on the

responsibility we have to school leaders and students. I would like also to particularly thank our Board colleague, Frances Nelson, who served as our Interim CEO so that we could take the time to run a thorough recruitment process. We all benefited greatly from her experience and nous. Thank you also to our volunteers and our strategic partners, particularly our long-term funders whose contribution to Springboard Trust extends well beyond their invaluable financial support.

As we finalise this report, we are already deep into our work for 2020. We have set our sights high again, and we look forward to the opportunity in a year's time to reflect on another year and prepare for the future.



IAN NAREV
CHAIRMAN

A handwritten signature in blue ink, appearing to read 'Ian Narev', with a long horizontal flourish extending to the right.

Our ability to bring together people with varied experience but a shared passion for education remains the key to our ongoing success.

Our Supporting Partners

BENDALLANDCANT
Chartered Accountants

FUJI XEROX 

KPMG
cutting through complexity

**Russell
McAteagh**

 **Spark**



Executive Summary

In 2019, Springboard Trust continued to improve outcomes for principals, schools and students across New Zealand. With new and improved programmes and the backing of newly created research and evaluation groups, the team have continued to innovate and refine our portfolio in line with our commitment to continuous improvement.

This year saw Springboard Trust reach a record number of learners, with 154,212 impacted nationwide. This included 115 schools involved in the Strategic Leadership for Principals Programme (SLPP), 285 schools across our Alumni Services (ALS) portfolio and a further 198 schools engaged across 17 Kāhui Ako statements of work.

The team convened Springboard Trust's first national single-day Learning Event for our school leaders and lead teams to explore cultural sustainability in communities, discuss effective leadership team practices, share cross-sector learnings and hear from global thought leaders. The event welcomed over 200 school leaders from across the country with high-profile keynote speakers.

Our Kāhui Ako work continued until June 2019 when the Ministry of Education's change management panel closed. Ongoing demand from these Communities of Learning has seen Springboard Trust continue to work closely with these school clusters, leading to the development of a new offering – School Innovation Services.

The quality of our work in the education sector has led to Springboard Trust's successful accreditation as a Ministry of Education Professional Learning and Development Provider and received notable recognition from the Independent Taskforce as an exemplary organisation in the Tomorrow's Schools Review report. This stands testament to the quality, effectiveness and impact that our work has exhibited within the sector.

Pursuant to our strategic goal to deliver an innovative and impactful portfolio that supports school leaders evolving needs, the team have also designed New Zealand's first leadership development programme tailored for rural teaching principals. Further, our portfolio continued to evolve with revisions and improvements to curriculum and delivery in both our SLPP and ALS. In particular our High Performing Leaders portfolio were in high demand and our Skills Workshops were extended to include wider school leadership teams at all events.

As part of our continuous improvement philosophy, Springboard Trust has prioritised research and evaluative functions in order to deeply understand to what extent our programmes and services improve the strategic leadership of principals, transforms school conditions and ultimately improve student outcomes. This question has led to Springboard Trust commissioning a retrospective study from the University of Waikato and establishing evaluation and research working groups mandated to evaluate Springboard Trust's impact on school leadership and educational outcomes.

Upon evaluating a range of data sets and sources, the insights and findings were overwhelmingly positive. Springboard Trust's portfolio – in particular the SLPP, High Performing Leaders (HPL) and High Performing Leadership Teams (HPLT) – have all contributed in a statistically significant manner to the development of principals, their leadership teams and staff. Clear and direct links were identified between SLPP and a principal's leadership practices, their immediate application of knowledge and ability to enact change. This was particularly apparent in the areas of school vision, stakeholder management, tangible goals and aspirations and a clear three-year outlook; all of which led to a positive impact on their students.

Aligned with our Theory of Change and cross-validated by external statistical analysis of the Teaching and School Practices Survey datasets, results showed continuity of learning from SLPP across the ALS portfolio with an amplified focus on distributed leadership, ongoing stakeholder engagement and maximising student outcomes.

A critical component to Springboard Trust's portfolio delivery is our unique cross-sector model that leverages the expertise, experience and thought leadership that our partners and skills volunteers bring with them. With over 200 volunteers supporting the delivery of our programmes and services across the country in 2019, their commitment to our principals, schools and students continue to be an invaluable resource meaningfully contributing to our local communities.

This year was a year of innovative development and renovation of programmes and services, quality portfolio delivery that ensures a seamless and impactful learning journey and significant research and evaluation in order to understand Springboard Trust's impact. The road ahead for Springboard Trust will continue to be guided by our philosophy of continuous improvement with confidence that collectively we can continue to make a difference for our learners.

Partners and volunteers work with Springboard Trust based on our shared goals of improving the lives of New Zealand students.

2019 Portfolio Overview

2019 was a year of continued expansion across our portfolio. We increased our offerings to pilot SLPP in the Bay of Plenty and expanded in the Wellington and Canterbury regions. We also introduced new workshops and revised our curriculum based on feedback from principals and volunteers.

Across our entire portfolio (SLPP, Alumni Services and Kāhui Ako), Springboard Trust worked with 410 schools in 2019 in total, reaching 154,212 New Zealand students.

Overall Key Numbers:

Students Impacted:

154,212*

Schools Impacted*

115

SLPP Schools

285

ALS Schools

198

Kāhui Ako Schools

Net Promoter Score

87

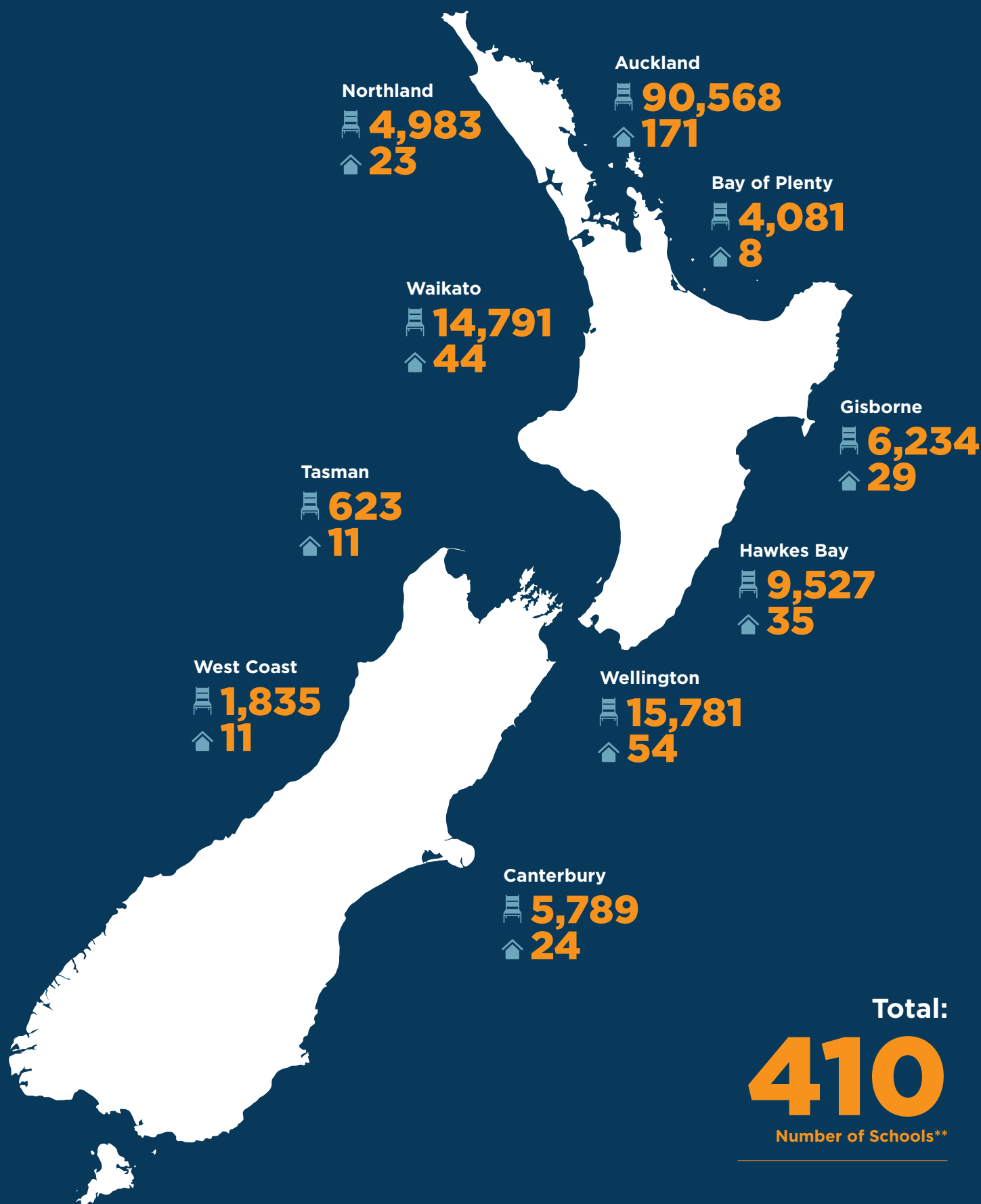
SLPP principals


85


ALS principals

Volunteer Hours:

6,291



 Number of Students*

 Number of Schools*

Strategic Leadership for Principals Programme (SLPP)

SLPP, now in its fourteenth year, is a free of charge, ten-month programme designed to enhance and broaden the leadership capabilities of educational leaders, strengthen relationships with stakeholders and encourage distributed leadership as

a means of creating the conditions for powerful, positive change. Its facilitated curriculum is intended to develop principals' strategic thinking and planning skills, leading to the creation of a strategic plan for each participating school.

115 

Principals

19 

Cohorts

41,454 

Student reach

8 

Regions

134 

Volunteers

5,160 

Volunteer hours

“ This programme is a game changer – it’s the only way to describe it. ”

SLPP Principal, 2019 - Auckland



As Springboard Trust's portfolio continues to grow and expand, our foundational Strategic Leadership for Principals Programme continues to garner high demand throughout the country. In order to meet this demand, in 2019, Springboard Trust piloted SLPP in the Bay of Plenty and expanded our regional reach in Wellington to Wairarapa and Canterbury to South Canterbury.

Further, as part of our continuous improvement approach, the team continue to support secondary schools and have designed a new iteration of the programme to pilot in 2020 for rural teaching principals.

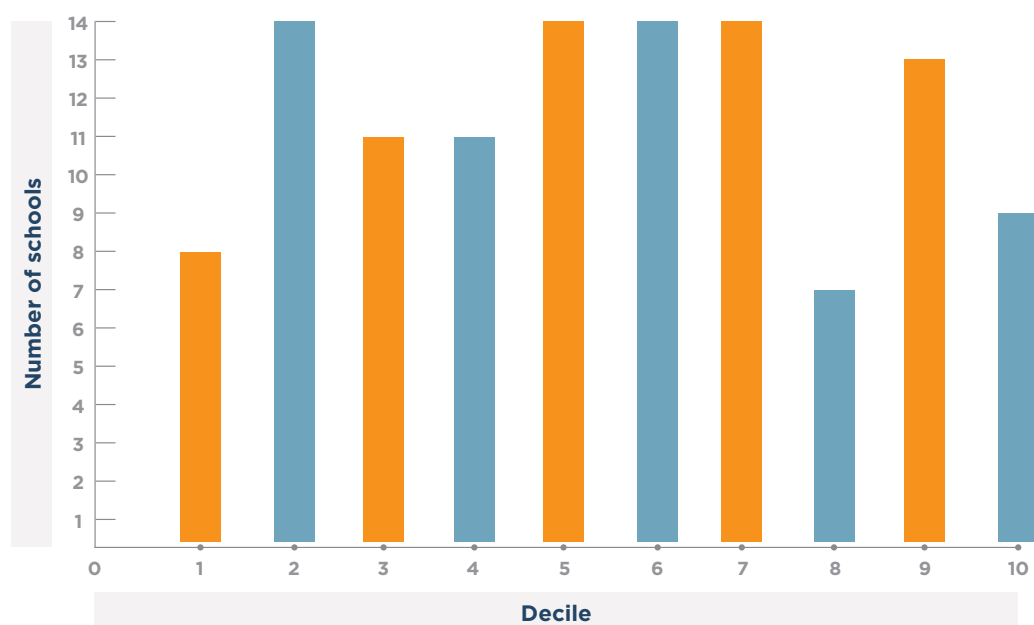
Driven to ensure social and educational equity within the education system, one of Springboard Trust's guiding principles is to support high need schools in challenging communities. As indicated in the following graphs, while there is a reasonable decile distribution amongst our SLPP schools, important considerations that our team factors into our school support selection is that many high decile schools may have resource constraints, limited PLD budget allocation, and there is an increasing sector trend of new principals that need additional support.

115 Principals

(115 principals in 19 cohorts, 134 volunteers)

Auckland	37	principals
Bay of Plenty	6	principals
Canterbury	18	principals
Gisborne	6	principals
Hawkes Bay	6	principals
Northland	7	principals
Waikato	12	principals
Wellington	23	principals

School Decile Distribution



Alumni Services (ALS)

ALS is a diverse portfolio with a range of sponsored, fee-based or free of charge programmes and services accessible by principals (and their lead teams) who have completed SLPP. It includes programme and services that build on the learnings from SLPP.

In 2019, 285 schools accessed our ALS offerings. We completed a total of 79 programmes and workshops across six regions, with a student reach of 104,835. Delivery of Alumni Services required over 80 volunteers, who together contributed over 1,000 hours of their time.

285 

Schools

104,835 

Students Reach

8 

Regions

81 

Volunteers

1,131 

Volunteer hours

“ A whole programme focussing on people as individuals is incredibly powerful. ”

HPL Principal, 2019 - Auckland



High Performing Leadership Teams

28 Schools

(28 Principals, 95 Senior Leaders, 7 Middle Leaders)

130 Participants Total

Northland	2	schools
Auckland	16	schools
Waikato	4	schools
Gisborne	2	schools
Wellington	4	schools

The High Performing Leadership Teams programme was reviewed and refreshed at the end of 2018 as part of our continuous improvement process. Changes included an increase in supplementary course materials, allowing facilitators to further tailor HPLT to the leadership team they are working with.

In 2019, our partners, Perpetual Guardian and Hugh Green Foundation supported us to deliver scholarships to 12 schools taking part in HPLT – something that would otherwise not have been possible for these leaders.

A significant achievement in 2019 was also the amplified impact of our ALS portfolio. Through HPL/HPLT, the team have supported over 100 senior and middle school leaders.

“It was great for us to grow our relationships more and learn to give and receive feedback without feeling hurt – that was a highlight. I’ve noticed we’ve continued to do that. And we all now have a common understanding.”

HPLT Principal, 2019 - Gisborne

“Something that Springboard does very well is introduce us to these tools and frameworks and help make them accessible and part of our daily practice. I can talk to colleagues about leadership goals without feeling or sounding pretentious.”

HPL Senior Leader, 2019 - Auckland

High Performing Leaders

19 Schools

(14 Principals, 41 Senior Leaders, 36 Middle Leaders)

91 Participants Total

Northland	4	schools
Auckland	10	schools
Waikato	2	schools
Wellington	3	schools

High Performing Leaders underwent some framework changes, following successful pilot programmes in late 2018 to early 2019. From Term 2 onwards in 2019, we achieved the following:

- Introducing an “Our Strengths” workshop where participants from the same school share and acknowledge their strengths through a 360° feedback system
- Two new partners, International Coach Federation and Genesis Energy, providing 8-10 volunteer coaches each term
- Streamlined programme administration, creating better visibility of how each participant is progressing through the HPL framework.

Based on post-programme surveys and debriefs, the revised HPL programme resulted in school leaders gaining clarity about both their professional and personal purpose – and how that shapes the way they lead.

Thanks to the support of our partners Perpetual Guardian and Hugh Green Foundation, we are also able to offer six scholarships to school leadership teams.

“In school, PD is generally around teaching curriculum better, academic counselling etc. A whole programme focussing on people as individuals is incredibly powerful.”

HPL Principal, 2019 - Auckland

Alumni Services: Skills Workshops and Events

In 2019, Springboard Trust hosted 32 skills workshops across our regions, with 123 schools participating in one or more workshop. These half-day events provide an invaluable opportunity for school leaders to hone or develop key skills required to improve school conditions that impact student outcomes.

Implement Your Strategy

44 Schools

8 Workshops

Northland	5	1 Workshop
Auckland	11	2 Workshops
Waikato	12	2 Workshops
Gisborne	3	1 Workshop
Hawkes Bay	5	1 Workshop
Wellington	8	1 Workshop

We introduced a new skills workshop, called Implement Your Strategy. This was aimed at principals who had recently completed SLPP, as a transitional course from the development of a strategic plan to its implementation. This workshop gives principals practical tools for tracking goals, reporting to boards and measuring progress.

In 2020, this workshop will re-brand to Kick-start Your Strategy and contain accessible digital tools, alongside video tutorials for keeping a strategic plan on track.

"This was entirely relevant and will help with reporting to the BOT and for using for staff. It actually exceeded my expectations!"

ALS Principal, 2019 - Hawkes Bay

"I gained a lot from this workshop in how to move forward with the details of the strategic plan - leading to better implementation."

ALS Principal, 2019 - Gisborne

Talent Management

60 Schools

10 Workshops

Northland	5	1 Workshop
Auckland	27	3 Workshops
Waikato	7	2 Workshops
Gisborne	3	1 Workshop
Hawkes Bay	4	1 Workshop
Wellington	10	1 Workshop
Canterbury	4	1 Workshop

The Talent Management Workshop was refreshed in 2019 to refine key principles and terminology. Primarily, this meant ensuring that 'talent' referred to all team members, not just a select few. We then aligned this thinking with the content, exercises and practices in the workbook.

We also placed emphasis on exercises that enabled school leaders to understand strategic workforce planning, and how to align this with their strategic plan.

"This was a great workshop - very timely - I'm going away with a lot of "must-dos" and very useful ideas for communicating with and supporting staff - something you think you do, but maybe you could do better!"

ALS Principal, 2019 - Wellington

In addition to gaining access to tools, frameworks and resources to manage a strategic workforce, the value of the skills workshop that focusses on talent management is to work towards creating a culture of trust and support amongst the whole staff.

Annual Planning

72 Schools

14 Workshops

Northland	14	3 Workshops
Auckland	20	4 Workshops
Waikato	12	2 Workshops
Gisborne	3	1 Workshop
Hawkes Bay	3	1 Workshop
Wellington	17	2 Workshops
Canterbury	3	1 Workshops

This remains a popular hands-on workshop for school leadership teams who want to develop their plans in a structured and supported manner.

Based on positive feedback and impact from our 2018 debriefs and surveys, this workshop did not materially change in 2019.

"We did some great individualised goal setting that will be relevant all around our own schools."

ALS Principal, 2019 - Northland

Results showed a strong relationship between principals' development of collaborative skills and a positive impact on their students.

Learning Events

200+ School leaders

Historically, Springboard Trust convened three alumni learning events every year accessible to alumni principals and their teams to complement their learning and development by engaging in topical discussions and accessing relevant sector knowledge, tools and frameworks.

This year, in line with streamlining the portfolio delivery and creating engaging platforms for our growing network of school leaders, the team restructured the event to convene a single full-day Learning Event to enable our network of school leaders and lead teams to hear from global thought leaders on topical sector themes.

The theme of the Learning Event was "Schools at the heart of diverse communities" which addressed the topic of connecting students' home and school lives in a culturally sustainable way to positively impact learning outcomes.

Event attendees heard from a range of guest speakers, including Ann Milne, representatives from Amnesty International, NZCER, Brainwave Trust, Onerahi School leadership team and Principals from Glenavon School and St. Teresa's School. The day was full of rich discussion around challenging the New Zealand education sector by decolonising the system, prioritising a student-centred learning approach, exploring effective leadership practices in a growing diverse society and the importance of evaluative thinking.

Held in Eden Park in September, we hosted more than 200 school leaders, volunteers and cross-sector professionals. The scale of the Learning Event was the largest Springboard Trust has convened, which thereby prompted the team, for the first time to charge a small fee for attendees, to partially cover event costs.

Kāhui Ako | Communities of Learning

Springboard Trust's change management consortium completed 17 engagements in 2019, operating as part of the Ministry of Education's change management panel.

Across these engagements, we worked with 28 Kāhui Ako, either individually or as part of a cluster, 198 schools and reached 78,796 students in six New Zealand regions.

17 
Engagements

28 
Kāhui Ako

6 
Regions

198 
Schools

78,796 
Student Reach

“It’s enlightening working with principals from different schools – really, really refreshing.”

Principal, 2019 - Auckland



Programme Information

Springboard Trust's Kāhui Ako programme ended on June 30th, 2019 with the closure of the Ministry of Education's panel of change management providers.

The main goal of this work was to help each group develop its change management skills, foster strong strategic design, reinforce collaborative practices and improve leadership of all Kāhui Ako member principals and emerging leaders.

This work consisted of seven steps:

- One-on-one interviews to determine group views on the Kāhui Ako's governance and change management skills
- Developing a strategic plan alongside the Kāhui Ako, shifting the focus away from individual schools to the collective power of the group
- Creating operating models and processes to ensure the Kāhui Ako functions effectively
- Designing learning networks, so the collective can benefit from an individual school's innovative practices
- Cementing communications plans to successfully engage all stakeholders
- Creating learning pathways for emerging leaders who work with members of the Kāhui Ako
- Establishing a change management consortium, that would deliver continuous feedback and insight from principals.

As the results following the end of our work in 2019 show, there have been numerous successes and positive impacts from this Ministry engagement.

Impacts of the Kāhui Ako engagement

In the beginning, we found that principals in a Kāhui Ako struggled with:

- Working together in a collaborative environment (a big shift from being the primary leader in a hierarchical school environment)
- Creating a unique vision and strategy that allows them to pool, prioritise and allocate their shared resources
- Understanding what change management means, and how to systematically create this change.

By developing strategic design and re-scoping a Kāhui Ako work, we helped 198 schools refocus their efforts on student outcomes and positive stakeholder relationships. The most common issues we helped address were:

- Pathways between primary / intermediate and secondary
- Creating environments that ensure learner and teacher well-being
- Sharing scarce resources, language, skills and frameworks
- Developing culturally responsive learning environments
- Co-constructing a more integrated approach to priority learners.

"It's enlightening working with principals from different schools – really, really refreshing. Even if an idea doesn't work with my school, it's still great to talk about and learn from."

Principal, 2019 - Auckland

With the closure of this panel, Springboard Trust has identified an exciting opportunity to expand our portfolio by developing a new consulting change management service (School Innovation Services) which builds on the work we have completed with these Kāhui Ako.

Our Impact

Throughout a principal's learning journey with Springboard Trust, we use Strategic Planning Assessment Rubrics to measure our impact. This transformational tool helps principals assess their strengths, enablers, challenges and barriers associated with their strategic planning.

The Assessment Rubrics focus on six key areas:

1. One-year planning
2. Three-year planning
3. Vision
4. Stakeholders
5. Measurement
6. Leading change.

Principals evaluated their progress on a scale running from 'developing' through to 'emerging', 'sound' and 'commendable'. They rated their capabilities at the beginning and end of SLPP.



Short-term Outcomes (up to 12-18 months)

Findings

Results show statistically significant growth across all six areas as principals worked through SLPP. The biggest improvements were in principals' three-year planning (80% improvement), especially in terms of:

- Actively engaging stakeholders
- Coordinating their team around a focused set of initiatives
- Gaining stakeholder buy-in on plans agreed upon by all staff and leadership.

Additionally, principals saw significant impact in their one-year planning through SLPP. They improved their ability to rationalise, align and prioritise between actions, initiatives and goals, as well as balancing time, people and money to have maximum positive impact on the whole school.

Other key areas of improvement included vision and leading change, despite principals already viewing themselves as somewhat proficient in these categories. That said, there were clear shifts in the way school leaders viewed these areas. Those leaders who did have a vision for their school found through SLPP that it was often unclear or overlong, and the programme resulted in them dramatically improving the clarity of their school vision.

Likewise, the results indicate that principals coming into SLPP took a deliberate approach to implementing change, rather than a systemic one. Ratings in each principal's Assessment Rubric show that through SLPP, they became far more confident and competent at developing change in a process-driven way.

These Strategic Planning Assessment Rubric results show that even when principals come to SLPP with some understanding of the key concepts of educational leadership, the programme transformed their understanding, giving them true clarity on real priorities – namely, the students.

“ I’ve been a principal for so many years, and all this time I had no idea about what I wasn’t doing. SLPP completely changed that. ”

SLPP Principal, 2019 - Auckland



Medium to Long-term Outcomes

(12-18 months - up to 4 years and beyond)

Findings

To evaluate longer-term development, Springboard Trust conducted qualitative analysis over two sets of debriefs with principals undertaking High Performing Leaders and High Performing Leadership Teams programmes.

The first set of debriefs outlined the core goals of principals heading into their advanced learning with Springboard, while the second set measured their progress against these goals. Springboard Trust applied reflexive thematic analysis to these results to determine core themes in principals' medium- to long-term growth.

Theme 1: Distributed Leadership “Taking their people with them”

Following the end of SLPP, principals were highly motivated to build their support team's leadership. They drew a direct line between developing distributed leadership in their own team with effective implementation of long-term plans.

Principals wanted to explore stakeholder ownership of strategic goals and more effective communication styles for their leaders.

After undertaking HPL and HPLT, principals and their teams reported a strong sense of trust and belonging, which they brought back to their schools. They developed cohesion, openness and efficiency that allowed all team members to respectfully and equitably share ideas. Clarity on key accountabilities and responsibilities gave teams a sense of development, safety and progress towards their goals.

Theme 2: Personal and professional growth: “Who do I need to be to make this happen?”

Principals put a high value on the personal and professional development they gained from SLPP, and sought to continue this through Springboard's Alumni Services. In particular, they wanted to understand how their team perceived their leadership abilities, so they could be better equipped to maximise student outcomes.

Following the Alumni Services programmes, principals reported valuable insight into perceptions (real or otherwise) of their leadership, which opened pathways for development of which they were previously unaware.

This included how to better communicate their strategy, treating others with sensitivity and respect, considering the needs of stakeholders and responding appropriately, more collaborative environments and better capability to identify one's own strengths and areas of improvement.

Theme 3: Maximising student outcomes: “It's all about the kids”

Principals were universally clear in their ultimate goal: creating school conditions where they can maximise student outcomes.

To achieve this, they sought Springboard's Alumni Services to upskill and empower their team, successfully implement and embed their strategic plan, and improve school culture.

Principals and their teams reported direct improvements in their engagement and performance due to learnings from Alumni Services. Principals were clear that improvements for their schools in NZ Council for Educational Research well-being data, student achievement data and student observations were attributable directly to changes they made because of their work with Springboard Trust.

Specific attributable improvements included well-being levels, overall engagement and academic achievement levels.

Our Volunteers

Unique to Springboard Trust is our cross-sector model of collaboration that provides an opportunity for businesses to work together with the education sector. Our passionate network of partners and volunteers plays a critical role in supporting our school leaders' learning journey and helping them meaningfully contribute to their local communities.

Our skills volunteers from the private, public and philanthropic sectors leverage their expertise, experience and thought leadership to support the delivery of our portfolio across two main functional capabilities, namely coaching and facilitation. Every volunteer brings their own background and approach to the learning modules, creating a dynamic and tailored learning environment. This is not a typical approach to professional development, especially in the education sector, and it is this "cross-sector magic" that adds value to our principals' experiences.

"The insight from outside education was the biggest light-bulb for me – really, really invigorating."

SLPP Principal, 2019

Capacity partners & HPL coaches

The relationship between these volunteers and school leaders is repeatedly cited as one of the most valuable aspects of working with Springboard Trust – evidenced in the lifelong partnerships and friendships that have continued beyond the end of a programme.

Our capacity partners provide constructive one-on-one coaching through the year as principals participate in the Strategic Leadership for Principals Programme. They work alongside their partner principal to develop effective strategic leadership thinking, planning, skills and capabilities. HPL coaches provide individual school leaders with a leadership plan based on 360° feedback about their strengths and where they might benefit from future development.

"I haven't just met a new coach or partner – I feel like I've made a friend for life".

SLPP Principal, 2019

The range of feedback we received from the end of year surveys and regular debriefs indicate that our capacity partners and HPL coaches value the opportunity to enhance the development of a diverse group of school leaders. They believe that this involvement allowed them to use their own skills to improve school leaders and to impact student outcomes.

“ It's the very tangible impact we've had on young people and the personal connection with my principal. ”

SLPP Capacity Partner, 2019 - Auckland

Facilitators

Our facilitators for both SLPP and HPLT are executive and senior leaders in their field with experience in strategic leadership, change management and people leadership and development.

They bring with them cross-sector expertise and unique insights that add flavour and depth to every learning environment with Springboard Trust.

While Springboard Trust's programmes have a set curriculum and learning objectives, facilitators have a degree of freedom to tailor the content to suit their cohort/school leadership teams and personalise the learning to adapt to the topic or context.

Regardless of how long a facilitator had been with Springboard Trust, all stated they were continually developing their own understanding – be it of the education sector, or other sectors represented by our diverse network of volunteers.

They were consistently impressed by the passion of participating principals and in awe of the variability that forms their everyday life.

"In the corporate world, we are surrounded and supported by people who are qualified in particular areas and have built up significant expertise in these areas, as a leader you rely on this expertise to support what you do... in the context of a school, these leaders typically are having to be everything to everyone, their personal qualities are as important as their professional capabilities, and their capacity to multi-task across such a broad skill-set, to such a high level of competency day-in and day-out is simply not replicated in the corporate world. They are amazing individuals, and they are amazing leaders."

Facilitator, 2019

Shared learnings

Volunteers highly valued the ability to transfer their own knowledge, skills and learning frameworks, something which was a particularly strong motivator for them to continue working with Springboard Trust. They felt strongly that their own involvement had significantly increased their professional capabilities, particularly their innovative thinking. This was an element that they consistently brought back to their own organisations.

Organisational benefit

There was also a distinct sense of pride felt by volunteers by representing their organisation as a Springboard Trust volunteer. They also felt a greater sense of engagement and loyalty within their organisation, because of its commitment to working alongside Springboard Trust and making a difference in their local communities.

Across the board, Springboard Trust's network of volunteers saw immense value in the work they do with school leaders – not just in terms of the impact they had on schools, but in the enhanced leadership they could bring back to their own organisation. The uniqueness of the cross-sector model, and the flexible nature of Springboard Trust's programmes due to each volunteer's own specialities, all serve to enrich – the learning of everyone involved.





Impact Summary

Guiding Springboard Trust's portfolio development and delivery is our belief that effective strategic school leadership transforms schools which in turn improves student outcomes.

As reflected in our Theory of Change, achieving sustainable change and improving student outcomes is a long-term process. Understanding the complexity of change management and embedding lasting change underpins Springboard Trust's rationale to support school leaders with multi-year wrap-around services.

The learning and development we provide to principals involves changing behaviours, learning brand new concepts and frameworks, and sometimes completely changing the way they – and their team – lead a school.

Principals gain statistically significant development in their strategic planning and leadership, stakeholder engagement and resourcing, and implementation of distributed leadership and empowering the wider team.

As these attributes are embedded over the course of SLPP, principals form clear priorities for their school – as evidenced in the themes that emerged from our reflexive thematic analysis of Alumni Services data.

In the medium- to long-term, through Alumni Services, principals focus on these areas (distributed leadership, personal and professional growth, maximising student outcomes) and the effects begin to cascade through the school.

The development principals experience with Springboard Trust is in line with peer-reviewed research, particularly the focus on distributed leadership. From this long-term growth, the qualitative evidence shows that improvement in well-being, engagement and academic achievement outcomes is directly linked to the work principals do with Springboard Trust.

The culmination of Springboard Trust's internal evaluative analysis of programme debriefs, assessment rubrics and surveys coupled with external retrospective studies and Teaching and School Practices data analysis; the combined findings prove that Springboard Trust significantly improves the strategic leadership capabilities and leadership practices of principals, encourages distributed leadership, fosters a school learning environment of trust and shared accountability, improves stakeholder management which strengthens parent and whānau engagement, and improvements in student outcomes in the form of achievement and well-being.

Results showed a strong relationship between principals' development of collaborative skills and a positive impact on their students.
