

Springboard Trust Impact Report 2021

Transforming Schools Together



SPRINGBOARDTRUST

Our Vision

Transforming Schools Together

Great leaders make great schools. Springboard Trust is dedicated to developing and supporting those leaders so they can improve outcomes for all tamariki in Aotearoa.

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.



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.



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.



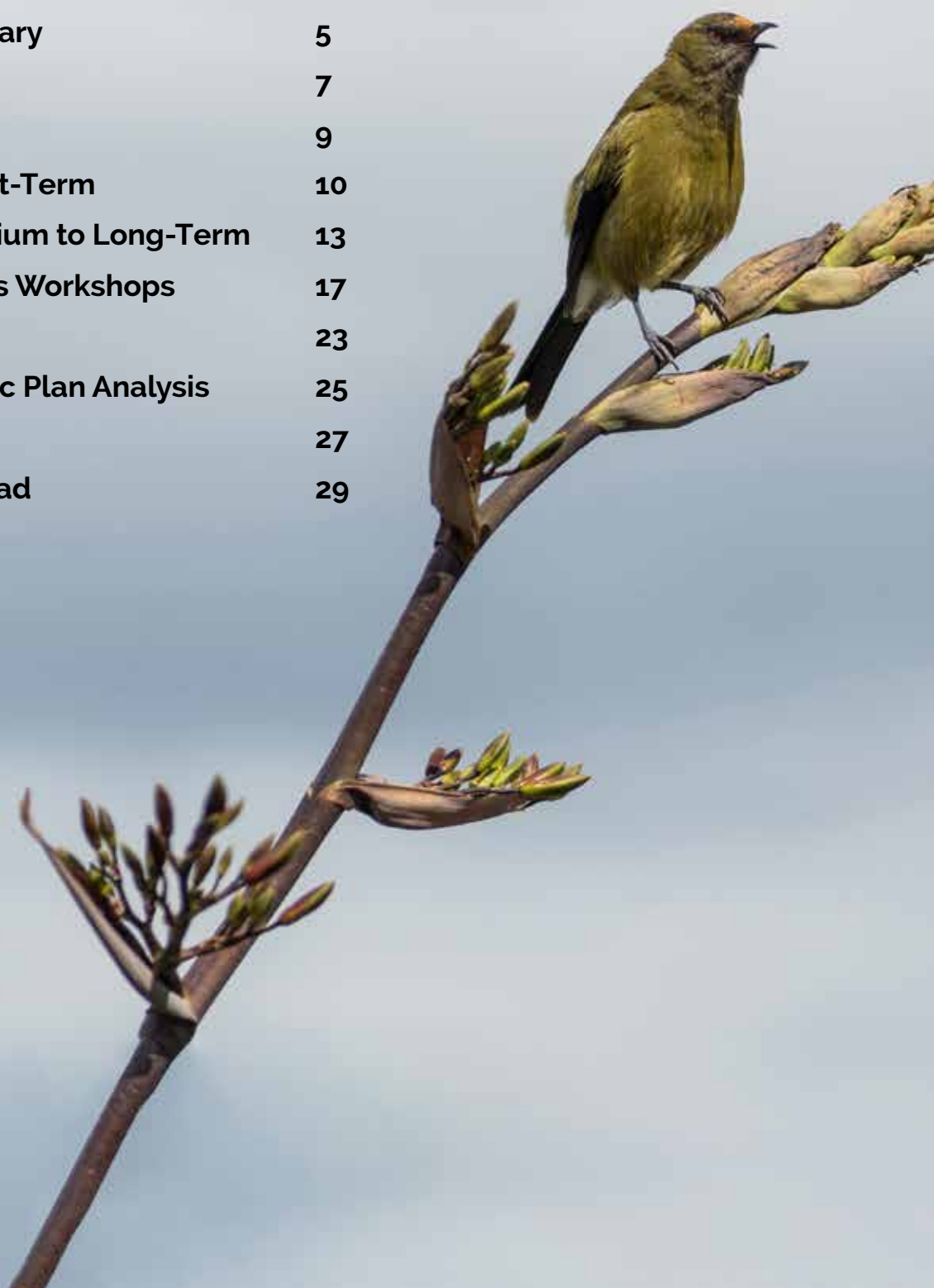
Bring our Best

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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Chairman's Foreword

Kia ora tātou,

I am pleased once again to introduce our annual Impact Report.

2021 was the 15th year that Springboard Trust has had the privilege of working with leaders of Aotearoa's schools. Over that time we have seen up close the skill and passion of around 600 school principals. Leading a school is never an easy task; for a second successive year in 2021, the pandemic made an already difficult job considerably harder. All of us at Springboard Trust salute the resilience and dedication of our school leaders.

We are particularly grateful that despite all the additional challenges they faced personally and professionally in 2021, they continued to prioritise their work with us.

Like everyone else, Springboard Trust had to work differently in 2021. We introduced virtual programmes and moved much of our delivery online. And we were still able to introduce new initiatives focused on the implementation of strategic plans and the measurement of outcomes.

As you will see in this report, the impact of our programs remained pleasingly high. School leaders, who we have learned are very discerning customers with high standards, continued to rate their experience with Springboard Trust very highly. They have noted significant improvements in their leadership capability. Their reflections on their experience with Springboard Trust, combined with their advocacy for our programmes which has led to two-year waiting lists for the SLPP, bear testimony to Springboard Trust's reputation in the education community.

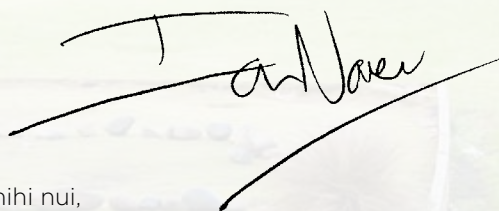
Feedback from principals will always be among our most important measures of success. As we continue to grow, other objective measures of impact become increasingly important. As we finalise this report, we are working with our funders to commission independent reports on Springboard Trust's impact. We look forward to sharing the highlights of those in next year's report.

Springboard Trust's impact depends on the experience and generosity of our volunteers. In 2021 more than 220 people gave thousands of hours of their time and expertise to support school leaders through Springboard Trust. Their ability to challenge, support, and provide an outside perspective is the foundation on which our programmes are built. I know from personal experience how much the volunteers benefit from their time at Springboard Trust, they learn as they contribute. I would like to thank each of them for their invaluable contribution, and to thank our partners, who provide so many volunteers every year.

We also depend on the generosity and vision of the funders who support Springboard Trust. Many have been long-term supporters. Others are new to the Springboard Trust whānau. We know that there are many organisations worthy of their support, and we feel privileged that they have chosen to support us. We also feel highly accountable to deliver a high social return on their investment. We hope that this report confirms that we have continued to do so.

Thank you also to the Springboard Trust team. Their commitment to helping our country's schools was particularly impressive in such a demanding year. I hope that as all of them read this report, they feel a strong sense of satisfaction about the impact of their work.

As we finalise this report we are already deep into another year of activity. Springboard Trust will always strive for better and better outcomes, because the stakes are so high. We welcome the accountability that comes with the production of this report, and we are working hard to achieve even more this year.



Ngā mihi nui,

Ian Narev

Chairman
Springboard Trust



“ The true magic of the Springboard Trust model – and the reason our programmes are so beneficial for tumuaki – is our volunteers. ”

Who We Are

At Springboard Trust, we transform schools together. We do this by developing school leadership, using a unique cross-sector model to facilitate insightful learning and embed impactful change.

The reason we do this is simple: because great leaders make great schools and improve student outcomes.

Our Cross-Sector Model

Our cross-sector model brings Aotearoa school leaders together with volunteer leaders from the public, private and philanthropic sectors. The relationships they form with one another, and the two-way development that occurs, creates a special kind of learning that, time and time again, is remarked upon as the best professional learning and development (PLD) that the school leaders have ever had.

Volunteers and school leaders work together through our programmes and workshops. They develop each other's leadership and strategic skills, learn an immense amount about each other's practice, and forge strong partnerships that can last well beyond the duration of a programme. Our programmes are a unique opportunity for tumuaki and tūao to hone their skills and transform communities from the school outwards.

Our Portfolio

Foundation Programmes

Strategic Leadership for Principals Programme (SLPP)

A 10-month course partnering principals with volunteers and up to five other pairs, learning strategic leadership fundamentals with the support of an expert facilitator.

Strategic Leadership for Rural Teaching Principals (SLRTP)

A unique programme that partners rural teaching principals with volunteers to develop leadership, with a tailored focus on the unique challenges of working in rural and remote communities.

Alumni Services (ALS)

Springboard Coaching for Leadership (SCL)

Specialised one-on-one coaching and 360-degree feedback for principals, designed to draw out their strengths and improve leadership capability.

High Performing Leadership Teams (HPLT)

Principals bring their senior team on the leadership journey, learning to work together and implement their strategic plan as a cohesive unit.

Skills Workshops:

- Kickstart Your Strategy
- Annual Planning
- Coaching for Results
- Leading Change

Alumni Services (2022 only)

Principal Mentoring

Dedicated one-on-one mentoring from a trusted expert cross-sector volunteer to support the implementation of a school's strategic plan.

Principal Connect

Termly opportunities for principals to connect in the first year of implementing their strategic plan. An opportunity to share ideas and innovations under the guidance of the Springboard Trust team.

Executive Summary

Despite continued disruption for the education sector and Springboard Trust's own operations owing to COVID-19, impacts for tumuaki and tūao in 2021 remained overwhelmingly positive and in line with previous years.



Reflexive Thematic Analysis of surveys, rubrics and debriefs with all involved in our programmes and workshops show significant positive shifts for principals in all impact areas of our Foundation Programmes, including:

- Strategic leadership and planning capability
- Stakeholder engagement (community, whānau, board, team, iwi and students)
- Development of vision, goals and initiatives
- Gap analysis, roadmapping and annual planning

Among principals, there was near-universal agreement that all of their key strategic skills improved, and that their learning would be relevant and beneficial for their school moving forward.

These outcomes stand in addition to the outputs for these programmes; a three-year strategic plan, plan on a page and annual plan for the coming year.

Through our Alumni Services, tumuaki focus on the implementation of their strategy, as well as amplifying their individual leadership strengths and those of their senior leadership team. In 2021, significant impacts for these leaders included:

- Improved leadership team dynamics, collaboration and communication
- Increased understanding of individual roles and strengths
- Stronger leadership (for senior and middle leaders) and confidence (all leaders)

Additionally, these services provided much needed dedicated space and time for lead teams to work together away from the distractions of the school environment, bringing them closer together and allowing for focused strategic thinking time. This resulted in heightened confidence in strategic plans and their implementation.

Throughout their feedback, tumuaki remarked that students were of the utmost importance, and that the skills and planning developed through all Springboard Trust programmes was in their service first and foremost.

The impacts show strong alignment with elements of the Teaching Council of Aotearoa's Educational Leadership Capability Framework, notably:

- Building and sustaining high trust relationships
- Building and sustaining collective leadership and professional community
- Strategically thinking and planning
- Attending to their own learning and wellbeing as leaders

Further elements of these programmes, including measurement of a strategic plan's progress and the collaborative annual planning process, align to the 'evaluating practices' and the 'adept management' of resources elements of the Framework (although less directly).

Overall, principals significantly improved their strategic leadership capabilities with Springboard Trust, bringing these skills to their team and improving their function as a group, all in primary service of the tamariki they are responsible for.

Principals noted that these impacts owe much to the contributions of Springboard Trust volunteers, particularly their outside perspective and ability to respectfully challenge thinking and provide professional and emotional support through the programmes. Similarly, the Springboard Trust Relationship and Programme Managers were acknowledged for their ongoing support.

Our Work in 2021



44,483

Total Student Reach



370

Principal Engagements



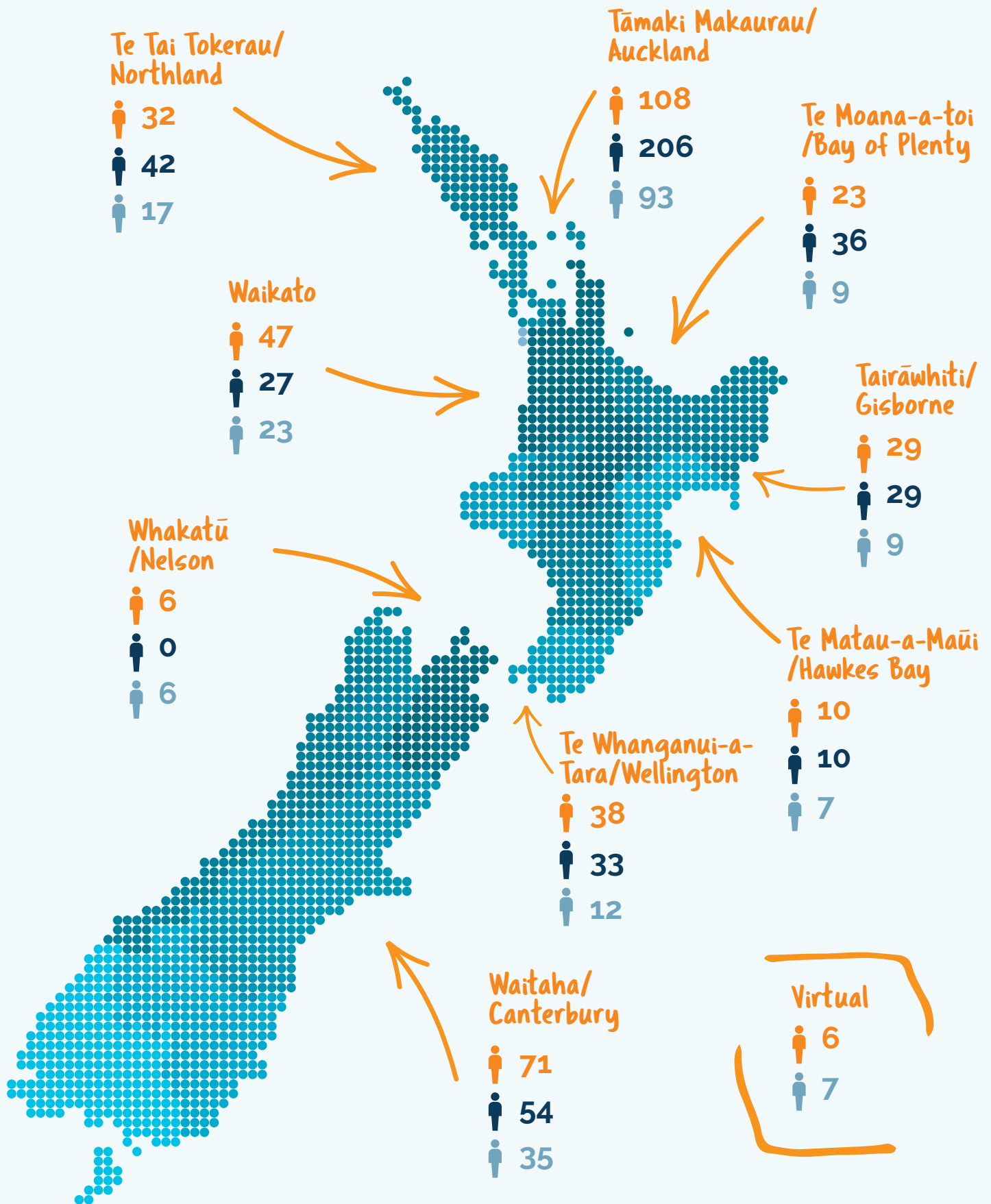
437

Senior/Middle Leader
Engagements



218

Volunteer Engagements



Our Impact

Every year, Springboard Trust evaluates the impact of its programmes and workshops. We do this through a combination of rubrics, surveys and interviews, all of which undergo rigorous Reflexive Thematic Analysis from our in-house experts.

In 2021, we saw a continuation of the key impacts that previous reports have shown occur through our programmes:

- Principals enhance their strategic leadership and planning capabilities
- Principals deem their stakeholder relationships significantly improved
- Through our Alumni Services, leadership teams learn to work together more effectively as an empowered group
- Individual leaders gain a deeper understanding of their own leadership style, strengths and how to utilise those for the greatest positive impact

Additionally, principals were overwhelmingly positive about our cross-sector model, with near-universal praise for the insight and mentoring that volunteers can provide.

Participants in our alumni programmes also remarked that dedicated space to review their planning and grow as a team – under the guidance of said volunteers or Springboard Trust staff – was critical for their continued growth as leaders.

The impacts within this section do not just align with those of previous years – they reinforce much of what we know to be true about the importance of effective educational leadership in improving outcomes for tamariki.



Our Impact: Short-Term

Strategic Leadership for Principals Programme

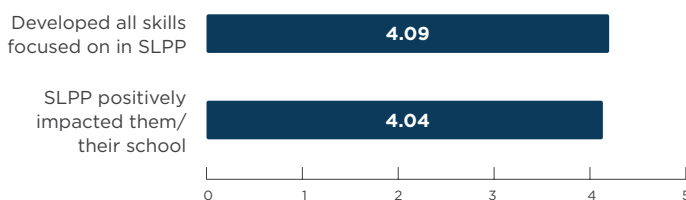
 **61** Principals
 **70** Volunteers

 **18,753**
 Total Student Reach

Region	Principals
Tāmaki Makaurau/Auckland	19
Te Moana-a-toi/Bay of Plenty	6
Waikato	6
Te Matau-a-Māui/Hawkes Bay	6
Te Whanganui-a-Tara/Wellington	6
Whakatū/Nelson	6
Canterbury	6
Virtual	6

Key Quantitative Findings

Based on likert scale where 5 = strongly agree, 1 = strongly disagree



Strategic Leadership for Rural Teaching Principals

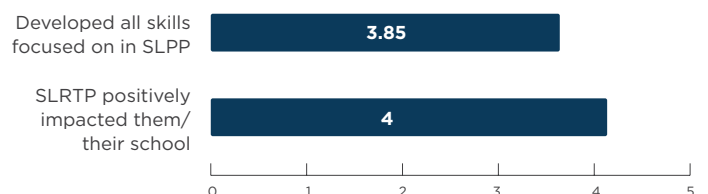
 **18** Principals
 **27** Volunteers

 **769**
 Total Student Reach

Region	Principals
Te Tai Tokerau	6
Waikato/Central North Island	6
Waitaha/Canterbury	6

Key Quantitative Findings

Based on likert scale where 5 = strongly agree, 1 = strongly disagree



Tumuaki learning journeys at Springboard Trust begin with our Foundation Programmes – the Strategic Leadership for Principals Programme (SLPP) and the Strategic Leadership for Rural Teaching Principals Programme (SLRTP).

Through these 10-month programmes, each tumuaki is partnered with a tūao/volunteer, who coaches them to apply strong strategic leadership and planning principles within their school. They do this under the care and guidance of an expert volunteer facilitator, as well as a Springboard Trust Relationship and Programme Manager (RPM).

The early impacts of learning with Springboard Trust in 2021 are centred on leadership at the individual level, with flow-on benefits for the whole school. The prominence of improved leader confidence and stakeholder engagement in the data aligns with what we know forms the foundations for widespread positive change in a school.

Principals noted that this growth in their ability to lead, plan and engage was overwhelmingly enhanced by the programmes' support networks – Capacity Partners and Impact Coaches most significantly, but also the Springboard Trust team and the guidance of volunteer Facilitators.

Additionally, Springboard Trust introduced survey questions explicitly focusing on te ao Māori – providing new insight into exactly what impacts our Foundation Programmes might have for indigenous learners in Aotearoa.

In a year that saw the challenges of COVID-19 effectively become commonplace and a more flexible way of operating emerge, principals felt prepared to lead their teams, students, boards, whānau and wider communities to meet the challenges for the education sector head-on.

“This programme has been life-changing for me and the tamariki in my school. On their behalf, thank you so much for the opportunity.” Principal, SLPP 2021

Early Outcomes: Changes to Leadership

Overall, principals became more confident leaders in their first year with Springboard Trust. Many felt more sure of their leadership due to having a clear plan, while rural principals, in particular, felt more able to step back and make space for themselves to protect their mental health and lead with clarity.

Tumuaki in both programmes also felt more able to prioritise, delegate and share leadership responsibilities with their team, as well as better communicate their planning to both their team and wider stakeholder network. This confidence, clarity and improved communication in turn strengthened critical in-school relationships, notably with Boards of Trustees.

In SLPP, principals identified significant positive impacts for stakeholders. Tumuaki noticed an overall increase in voice and contribution from key stakeholders, and found they better understood the school's expectations of them and were more engaged with the school's vision and plan.

“SLPP has been the best and most effective professional learning that I have ever engaged in.”
Principal, SLPP 2021

Early Outcomes: Te Ao Māori

As part of Springboard Trust's commitment to equitable opportunities and outcomes for Māori students, we have begun recording impacts for tumuaki learning with us that relate to this focus.

In 2021, principals included many te ao Māori-specific goals, initiatives and visions across their strategic plans. Some felt Springboard Trust emphasised the importance of this, finding it confirmed what they already knew about the need for such prioritisation. Some tumuaki felt much more confident about connecting te ao Māori to the 'big picture' planning for their school, having gained the skills to do so through these programmes.

Others felt that Springboard Trust challenged their current priorities, or that the programme did not change their strategy in this regard – either because te ao Māori was already a focus, or because the tumuaki felt it was not a priority at this time.

Notably, many rural principals mentioned adhering to the principles of Te Tiriti o Waitangi through their strategic plan. However, some felt there was no new focus or prioritisation for them through the programme, with reasons including the school was already taking steps towards strengthening this.

Those who are prioritising te ao Māori in their planning and leadership are doing so through culturally responsive localised curriculum, positive engagement with Māori stakeholders, staff training, embedding school culture through local history and increasing the uptake of te reo Māori among staff.

Some had goals specific to student achievement or Education Review Office (ERO) report recommendations, while others focused on hauora/wellbeing.

Early Outcomes: Cross-Sector Impact

The cross-sector model is unique to Springboard Trust, bringing together volunteers from public, private and philanthropic sectors with tumuaki and Springboard Trust's own RPMs.

Overall, principals remarked that all of these individuals had a significant positive impact on their own learning in the Foundation Programmes, especially with respect to their ability to clarify and challenge thinking.

Capacity Partners (CP) and Impact Coaches (IC), who worked one-on-one with a principal, were valued as a sounding board and provider of key advice and clarification when it came to leading and planning. Principals praised their flexibility, confidence-building skills, ability to constructively challenge thinking and general outside perspective.

Tumuaki consistently expressed a desire for more time with their CP or IC and acknowledged that COVID-19 had made this difficult.

Similarly, Facilitators and RPMs were acknowledged as a sound source of support, particularly at a personal level, but also in their ability to support principals' introspection and reflection on strategic leadership development.

“ [RPM] has challenged, supported and encouraged me. Her communication has been fabulous and has kept me on track and up-to-date and accountable with everything. I have really appreciated their empathy and understanding of the pressures and demands of our job. ”

Principal, SLPP 2021

Challenges for 2022

Similar to previous years, 2021 some principals found the measurement aspects of their strategic plan challenging, and also found some difficulty in defining appropriate goals for their school.

Other challenges were largely out-of-programme, for example, difficulty finding the time or resource to implement key strategic initiatives or the sheer volume of work preventing principals from stepping back to think about the big picture.

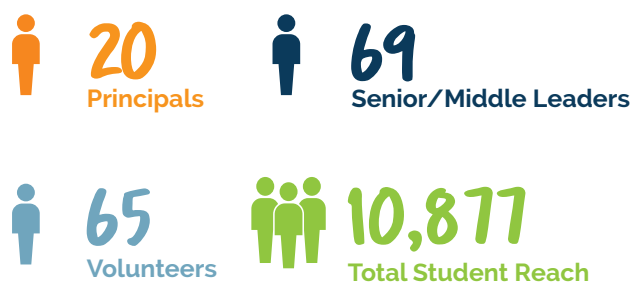
Our Impact: Medium to Long-Term

Following our Foundation Programmes, tumuaki have the opportunity to build on what they have learned through engagement in our Alumni Services (ALS). Tumuaki are supported to implement their strategic plan and further develop both their own leadership capability and that of their team.

In 2021, evaluation of Alumni Services workshops focused largely on two programmes – Springboard Coaching for Leadership (SCL), and High Performing Leadership Teams (HPLT).



Springboard Coaching for Leadership



High Performing Leadership Teams



Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/ Northland	3	8
Tāmaki Makaurau/ Auckland	12	45
Te Moana-a-toi/ Bay of Plenty	-	2
Waikato	1	-
Te Matau--a-Māui/ Hawkes Bay	1	5
Tairāwhiti/ Gisborne	-	5
Te Whanganui-a-Tara/ Wellington	1	-
Waitaha/ Canterbury	2	4

Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/ Northland	3	8
Tāmaki Makaurau/ Auckland	10	48
Waikato	2	1
Tairāwhiti/ Gisborne	1	4
Te Whanganui-a-Tara/ Wellington	1	7
Waitaha/ Canterbury	3	12

Last year, principals had a significant focus on leading with compassion – a clear parallel to the prevailing mood in Aotearoa with regards to COVID-19. They developed a sense of clarity about their individual leadership style, strengths and challenges, as well as how their senior leadership team can operate optimally to achieve strategic objectives.

Building on the impacts of our Foundation Programmes, Alumi Services sees the leaders of our schools become more attuned to the long-term effects of their strategic plan – as well as how they can work together to lead positive change for the students and community.

Medium-Term Impacts: Changes to Leadership

Alumni Services in 2021 resulted in significant self-reflection and increased self-awareness for principals. Many felt they had been too hard on themselves, or thought more poorly of themselves as a leader than their colleagues did. Principals found this affirming, and were better able to identify their strengths, look after their own wellbeing, set boundaries and understand how their leadership style affects their performance. Many found that aspects of their leadership they initially perceived as weaknesses actually shone through in these programmes as strengths.

This introspection and heightened awareness also had positive impacts for leadership teams. Principals gained a better understanding of team dynamics and subsequently increased delegation and shared responsibility. Improved self-understanding among

principals also had a positive impact in how they communicated with senior leaders. Many took a more proactive coaching approach to in-school relationships, and focused on leading with empathy and compassion.

In turn, senior leaders felt more empowered in their roles, that their voices were heard, and that they could speak up more in group situations.

“After this programme I feel excited already about how we are really becoming an actual team – thank you so much.”
Principal, High Performing Leadership Teams, 2021

Medium-Term Impacts: Cross-Sector Model

Coaches and Facilitators alike received high praise from tumuaki. Notable traits exhibited by volunteers included excellent listening and coaching skills, clear and direct feedback, ability to focus on and develop the principals' strengths, and their ability to forge empowering, close personal connections.

While most tumuaki wanted more face-to-face time with their volunteer/s, they acknowledged that this was not possible given the COVID-19 restrictions in place for much of the year. Many have continued their working or personal connection beyond the scope of the programmes, placing a high value on the volunteers' ability to challenge thinking and question existing processes and behaviours from an outside perspective.

Medium-Term Impacts: Behavioural Shifts

In SCL, principals receive feedback from up to 15 “raters” from a range of stakeholder groups. While leaders found facing this difficult, many have subsequently changed their leadership behaviour for the betterment of all involved in the school.

Volunteers played an invaluable role here. While having difficult conversations with their teams was a notable challenge for principals, volunteers (specifically their external and non-judgemental perspective) encouraged tumuaki to reflect on feedback and gain clarity about how to more effectively lead both their teams and wider community.

Overall, the Alumni Services offerings enabled leaders to take a more positive view of themselves and others, improve team dynamics and be accountable to their stakeholders. In some cases, there were significant improvements to time management and “big picture” thinking, enabled by increased clarity of the principal’s leadership style.

“ Hands down I have a greater awareness of how I lead and how I can impact others to be the best they can be.

I have already seen shifts in how my team respond to me. From changing the way I ask for things or delegate work – minor changes with massive impact. ”

Principal, Springboard Coaching for Leadership, 2021

Spotlight: Our Strengths Workshop

A key component of the SCL programme, the Our Strengths workshop focuses on coming together as a team to share programme experiences and acknowledge key strengths to build trust and improve team performance.

Principals responded to this workshop resoundingly positively, with many suggesting a second one could take place. Additional coaching support was vital to the success of this workshop, which principals deem to have significant positive flow-on effects for the wider team in their school.

“ Our facilitators were amazing - that was the best part. They worked well together and complimented each other in terms of what they were working with us on. They listened and were very intuitive to where we were at and where we needed to go. They shared their own personal experiences about leadership that we could all relate to, and this made it so much more valuable. I particularly liked that they were not teachers. ”
Senior Leader, HPLT 2021

Our Impact: Skills Workshops

A core part of our Alumni Services, skills workshops are full or half-day opportunities for principals and their senior leadership teams to focus on a specific elements of implementing their plan.



In 2021, Springboard Trust introduced two new workshops – Leading Change, which focused on developing individual capability to manage and lead strategic change, and Coaching for Results, which taught the fundamentals of coaching conversations and how they differ from other types of leadership communications.

Across all our skills workshops, school leaders remarked overwhelmingly positively on the experience, with a per-workshop average of 98.6% of participants agreeing that they were useful, met learning objectives, were relevant to their practice and would be useful for others.

Key themes that emerged from participant survey responses were also extremely positive. Leaders were highly appreciative of a dedicated space and place to focus on their planning with their team, the high quality of cross-sector facilitation and support, as well as the practical tools and frameworks they could take back their school environment.

“ Having a small number of participants made it more personal and gave plenty of opportunity to discuss or ask questions. I'm looking forward to putting my learning into practice - this kind of workshop is what we, as busy professionals, need as it is specific, well presented and very connected to our roles. ”

Principal, Coaching for Results 2021

Coaching for Results



Region	Principals
Tāmaki Makaurau/Auckland	12
Te Moana-a-toi/Bay of Plenty	2
Waikato	5
Tairāwhiti/Gisborne	1
Te Whanganui-a-Tara/Wellington	13
Waitaha/Canterbury	7

Survey Responses

93.75% Strongly Agree

- I found this skills workshop useful
- The learning objectives were met
- The content is relevant to my role
- I was engaged in the learning process
- I will apply the learning in my practice
- I will recommend the workshop to others

Principals felt positive about the practical aspects of the workshop, notably the opportunity to rehearse coaching conversations with one another, as well as the clear facilitation and structure of the workshops.

“ Every opportunity to participate in workshops run by Springboard has been appreciated and valued. What is provided for principals and leadership teams is second to none. ”

Principal, Coaching for Results 2021

Kickstart Your Strategy

 **77**
Principals

 **88**
Senior/Middle Leaders

Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/Northland	8	1
Tāmaki Makaurau/Auckland	17	32
Te Moana-a-toi/Bay of Plenty	6	10
Waikato	9	10
Te Matau-a-Māui/Hawkes Bay	4	1
Tairāwhiti/Gisborne	6	-
Te Whanganui-a-Tara/Wellington	14	21
Waitaha/Canterbury	13	13

Survey Responses (109 respondents)

- I found this skills workshop useful – **98% agree**
- The learning objectives were met – **96% agree**
- The content is relevant to my role – **95% agree**
- I was engaged in the learning process – **96% agree**
- I will apply the learning in my practice – **97% agree**
- I will recommend the workshop to others – **96% agree**
- The facilitation was effective – **100% agree**

Principals noted the usefulness of the resources given in this workshop, particularly the scoping template, roadmap and tracking tools. Some remarked that a dedicated space for the whole leadership team to work on the plan was an excellent use of their time, with praise also directed towards the volunteers and Relationship and Programme Managers for their outside perspective.

Annual Planning

 **60**
Principals

 **93**
Senior/Middle Leaders



 **9**
Volunteers

Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/Northland	7	13
Tāmaki Makaurau/Auckland	10	14
Te Moana-a-toi/Bay of Plenty	4	14
Waikato	7	9
Te Matau-a-Māui/Hawkes Bay	2	3
Tairāwhiti/Gisborne	9	12
Te Whanganui-a-Tara/Wellington	2	5
Waitaha/Canterbury	19	23

Survey Responses: 100% Agree

- I found this skills workshop useful
- The learning objectives were met
- The content is relevant to my role
- I was engaged in the learning process
- I will apply the learning in my practice
- I will recommend the workshop to others
- The facilitation was effective

As with Kickstart Your Strategy, school leaders appreciated the dedicated time and resource to work on their plan – which some mentioned is difficult to achieve day-to-day at school, particularly amidst the disruption of COVID-19. A continued theme from the Strategic Leadership for Principals Programme was the challenge of ensuring goals were measurable. Some leaders mentioned their next steps would be to bring all their staff into the planning process.

 **Excellent use of time. So valuable - thank you so much, I really appreciate all the volunteers and facilitators that enable us to attend such quality professional learning time.** 

Senior Leader, Annual Planning 2021

Leading Change

 **61**
Principals

 **87**
Senior/Middle Leaders

 **13**
Volunteers


Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/Northland	5	9
Tāmaki Makaurau/Auckland	26	57
Te Moana-a-toi/Bay of Plenty	5	9
Waikato	5	7
Te Matau-a-Māui/Hawkes Bay	3	1
Tairāwhiti/Gisborne	2	4
Te Whanganui-a-Tara/Wellington	1	-
Waitaha/Canterbury	14	-

Survey responses (105 respondents)

- Found this skills workshop useful – **100% agree**
- The learning objectives were met – **99% agree**
- The content is relevant to my role – **99% agree**
- I was engaged in the learning process – **98% agree**
- I will apply the learning in my practice – **99% agree**
- I will recommend the workshop to others – **98% agree**
- The facilitation was effective – **99% agree**

Key highlights for leaders in this workshop were the cross-sector facilitation, space to review current practices and tools or frameworks that could be taken back to the school environment.

Specific positive aspects of the workshop noted by many leaders included impact assessment and communication strategies – although some did mention impact assessment (as well as roadmapping) could be challenging moving forward. Teams enjoyed the chance to work together as a unit, and felt they had practical actions to take as their next step.

 Thank you. A very informative and practical day that will be beneficial to our growth as a school.

Principal, Leading Change 2021





Mm

Mm

Pp

Pilots

In our previous Impact Report, we noted two areas where Springboard Trust could develop new offerings to support educational leaders to positively impact their tamariki – measurement and emerging leadership.



In 2021 this took the form of two new pilot programmes – Strategic Leadership for Middle and Aspiring Leaders (SLMAL) and Balanced Scorecard for Schools Aotearoa (BSSA).

We are thrilled to present our initial findings of these small-scale pilots which will inform larger pilot delivery and further impact assessment in 2022.

Balanced Scorecard for Schools Aotearoa

In our previous Impact Report, principals noted that measurement of a strategic plan's progress remains a clear challenge. To begin addressing this, Springboard Trust developed a pilot programme, Balanced Scorecard for Schools Aotearoa (BSSA).

Based on Kaplan & Norton's framework, BSSA aids tumuaki in understanding how to holistically assess school performance and supports the creation of a measurement framework that reflects progress within a school that is easily communicable to all stakeholders.

The 2021 pilot comprised of five schools, who participated in six workshops (four in person) to develop their measurement framework.

Principals had an immediate understanding of the importance of this programme, remarking that it supports an evidence-based approach to creating change in a school and, importantly, recording progress towards achieving that change. They saw BSSA as a natural progression of the work done in the Strategic Leadership for Principals Programme, and felt that all principals completing that first-year learning should then take part in BSSA.

“In reality, all schools should be doing a Balanced Scorecard.

Principal, BSSA 2021

”

While all schools remarked that they had significant amounts of data that went unused or did not feed into measuring strategic goals, only some had existing robust data collection tools – which greatly assisted the implementation of the scorecard.

Despite this, participants felt that at most, only moderate changes to processes would be required to make their measurement a success. There appears to be significant applicability for this programme.

Strategic Leadership for Middle and Aspiring Leaders (SLMAL)

This programme was borne out of repeated tumuaki feedback around the education sector's ageing workforce and the need for continuity and consistency at the leadership level. SLMAL is a programme tailor-made for middle and aspiring leaders, both those who aspire to be senior leaders or principals in the future and those who might be inspired to be.

Through the programme, these leaders build their strategic leadership skills, understanding how a strategic plan is made and functions, as well as the role they can play in its implementation. By the end of the programme, participants will have:

- Enhanced strategic leadership capability
- A personal leadership development plan
- A kete of resources to support their continued growth
- A strategic priority intervention (for how they implement a strategic initiative in their day-to-day practice)

The 2021 pilot was based in Tairāwhiti, and comprised four aspiring leaders from three schools, each nominated by their principal. They took part in the programme through a blended model, utilising in-person block courses and online learning modules.

Insights: Strategic Plan Analysis

With so many tumuaki working with Springboard Trust every year, we are a well-placed organisation to provide insight into what lies ahead for the education sector. Strategic plans outline key goals, initiatives, visions and values for a school – their blueprint for progress over the next three years.



In 2022, Springboard Trust is thrilled to be conducting a thorough analysis of all strategic plans produced in our 2021 Foundation Programmes. With an annual sample size over 75, we believe the results of this analysis show general trends not only among Springboard Trust schools, but also reflect those of the wider education sector.

This work utilises the same Reflexive Thematic Analysis technique applied to our Impact Report findings, and will be produced in full later in 2022. Below is a brief summary of key themes in principals' strategic planning for 2022-24.

Strategic Plan Analysis: Key Themes

Across the 2021 strategic plans, five key themes consistently emerged as focal points for tumuaki:

- Creating a nurturing environment for students
- Connecting with community stakeholders
- Student and staff wellbeing
- Respect
- Growing leaders among staff and students

In these plans we see strong alignment with the guiding principles for educational leadership in Aotearoa, notably the Teaching Council of Aotearoa's Educational Leadership Capability Framework (building high trust relationships, collective leadership, strategic thinking and planning in particular).

And while the themes themselves do not directly align with current Professional Learning and Development (PLD) priorities set by the Ministry of Education, tumuaki demonstrated a keen desire to pursue these priorities through specific actions in their plans. For example, more than one-third explicitly mention local curriculum as a means of creating a nurturing environment for learners, while tangata whenua and iwi were, respectively, significant stakeholders identified under the themes of respect and community/stakeholder engagement.

Overall, tumuaki are focused on their students first and foremost when developing their strategic plans but do so with an understanding that to create positive outcomes for the whole child, many levers for change must be worked in tandem.



Volunteer Voice

Springboard Trust operates with a unique cross-sector model in the educational leadership space.



By partnering tumuaki with tūao from public, private and philanthropic sectors, we create ako (reciprocal learning) that enhances the leadership of both parties.

This much was evident in the analysis of volunteer surveys from 2021. Across hundreds of responses, the three prevailing themes were:

1. Volunteers developed their own capabilities
2. Volunteers applied tools and concepts from the programmes in their own roles
3. Principals have a difficult job and require more support

Volunteers' Own Development

Many volunteers found that working in Springboard Trust programmes encouraged much self-reflection – a process they found incredibly rewarding. In turn, many respondents either maintained or further developed their coaching and mentoring skills.

Many also spoke about viewing their own work – as well as that of principals – differently since volunteering with Springboard Trust. They saw deep similarities between their own leadership challenges and those of principals, and found the volunteering experience and shared challenges helped to hone their own strategic thinking.

“Teaching is a superb way to learn, and applying strategy in a very different context often gives insight into what you're doing (or not doing...) in your own organisation.”
Volunteer, SLPP 2021

Bringing the Tools Back to Their Own Role

Volunteers found the Springboard Trust strategic planning concepts and tools very useful with some even using a similar framework to that of SLPP with their teams.

Similarly, many came away from the programmes having adopted specific tools, approaches and frameworks (helicopter leadership, go back to go forward, rose/bud/thorn, stakeholder communication) for use in their own workplace.

Others have now taken a more vision- or values-focused approach to their work, or have become more focused on the effectiveness of their own communication as leaders.

Understanding of the Principal Role

With the deeper understanding of education came, for many volunteers, a desire to see more support for tumuaki.

Many commented on the work that principals in New Zealand do, acknowledging how difficult the job is and how passionate they have to be to do it well. Many also mentioned that principals feel significant pressure and need more support than they currently receive.

Some volunteers highlighted the importance of vision/values, adaptability and time management in helping the principals through the Springboard Trust programmes. Another big takeaway for many volunteers was how rewarding they found the experience. Watching their principals grow, and knowing they were providing valued support, meant a lot to them.

“Their challenges are so similar to the corporate world, but they have very little access to training and little time to focus on their own leadership skills.”
Volunteer, SCL 2021

The Journey Ahead

What's in store for 2022?

Every year, Springboard Trust learns more about the needs of tumuaki and the wider education sector, as well as how we can most effectively meet those needs and continue transforming schools together.



Thematically, 2021 was a similar year to 2020 and, as such, our commitments for the coming 12 months are a continuation, rather than transformation, of the work we have done in the last year.

1. Continue Balanced Scorecard for Schools Aotearoa (BSSA)

Preliminary evaluation and tumuaki feedback indicates that Balanced Scorecard for Schools Aotearoa isn't just useful – it is a necessary tool for any school to measure positive impact. The support to effectively gather and manage data to monitor and track school goals has been met with an incredibly positive response, and we look forward to continuing to develop and refine this programme.

In 2022, we are running an expanded pilot, encompassing more than 50 schools. By supporting a greater number (and variety) of schools to develop a measurement framework unique to their setting, we hope to create a balanced scorecard that can be applied in any educational context.

2. Cement Springboard Trust's Long-term Sustainability

As our Impact Reports over the last five years demonstrate, Springboard Trust principals improve their leadership, develop the leadership of their teams and create positive change for their students as a result.

Springboard Trust wants to ensure this impact continues well into the future, becoming a permanent part of the education ecosystem. Part of that process is securing our long-term financial sustainability – an initiative we commenced in 2021 with an increase in Ministry of Education-funded PLD delivery.

Additionally, we have begun work with ImpactLab to assess and quantify our social impact as a return on funding investment.

This sustainability and impact focus has continued in early 2022, with the launch of a new suite of Alumni Services. Building on our Foundation Programmes, these services meet our principals' expressed desire for ongoing ako through our cross-sector model and aim to ensure successful strategic plan implementation and continued leadership development.

These new services include refreshed Leading Change and Annual Planning workshops, Principal Connect sessions and in-depth, 1:1 Principal Mentoring. While schools will be required to cover some costs for this learning, our philanthropic funding means we can provide them for significantly less than other offerings in the market. In 2023 and beyond, this model will expand to encompass more of our new and existing learning opportunities, all while retaining the focus on collaborative, empowering and practical learning.

Springboard Trust remains a not-for-profit, wholly focused on transforming schools together for a better future for our tamariki. We hope that with this shift, the work will continue for many years to come.

3. Evaluate the Impact for Māori Tumuaki

One focus for Springboard Trust of late has been the inequities for Māori exacerbated by the COVID-19 pandemic – and our latest partnership will now look at this in our programmes through an evaluation lens.

The New Zealand Council for Educational Research (NZCER) has formally entered a strategic partnership with Springboard Trust and will undertake a number of key evaluation projects throughout 2022.

Chief among these is an analysis and evaluation of the impacts of Springboard Trust programming specifically for Māori principals and volunteers. With a goal of ensuring we provide equitable opportunities and impacts for all tumuaki who learn with Springboard Trust, this is an exciting new project for our organisation.

4. A Pandemic-proof Operation

While Springboard Trust has been able to seamlessly move most of our programme delivery online, there is ongoing work we can do in this space to ensure high quality learning, remote access to all services and that none of the unique cross-sector magic is lost.

As we explore how Springboard Trust will remain sustainable for the long-term, we continue to adapt and develop our programmes for remote learning environments. This began with our first virtual SLPP cohort in 2021, and in 2022 will expand to include High Performing Leadership Teams (HPLT) and Springboard Coaching for Leadership (SCL).

This virtual delivery – initially trialed with a few pilot cohorts – aims to ensure that Springboard Trust can deliver the outstanding learning and impact we have done since 2007 more flexibly, allowing for not only continuity of delivery, but also equity of access to our services.

5. Expand Our Reach

Springboard Trust wants every tumuaki in Aotearoa to be able to benefit from our programmes, and key new partnerships have laid the groundwork for this. Of particular note in 2022 are partnerships with Toi Foundation and the Education Partnerships and Innovation Platform, who are respectively supporting delivery in the Taranaki and South Island.

Transforming schools together

The change of the last two years has prompted some key questions for Springboard Trust about how – in such a disrupted environment – we can continue creating positive, equitable impacts for tumuaki, tamariki and communities in a sustainable way.

We know that through Springboard Trust, principals develop key elements of educational leadership capability – strategic thinking and planning and stakeholder engagement in particular – and then bring those skills to the rest of their team. Our programmes help develop cohesive visions, plans and leadership teams that go on to transform schools for the better.

This has only been possible because of the magic of our cross-sector model, and the heartfelt commitment of both tumuaki and tūao – more than 500 of each since we began.

We believe that with the above initiatives in place for 2022, we are well-placed to keep pace with change, retaining aspects of delivery critical to our success while deepening impact for our alumni and improving access to our services across Aotearoa.

Board of Trustees



Ian Narev is the Managing Director and Chief Executive Officer of SEEK Limited, a market leader in online employment marketplaces in Australasia, South-East Asia and Latin America. Prior to joining SEEK in 2019 he was the Managing Director and Chief Executive Officer of Commonwealth Bank of Australia, and before that a partner of McKinsey & Company.

He is a co-founder of Springboard Trust, and has worked closely with school principals each year since Springboard Trust's inception. He is also the Chair of Sydney Theatre Company, the Juvenile Diabetes Research Foundation, and the Advisory Board of the Gonski Institute of Education at UNSW.



Malcolm Crotty is a Partner at Russell McVeagh and qualified lawyer with over 22 years' experience. A former Trustee of Knox Trust Board, Malcolm has been involved with Springboard Trust since its inception and was appointed to the board in 2005. He deals with all matters legal and has spent several years working alongside management, developing the documentation supporting our innovative capacity building frameworks.



Billie-Jean Potaka Ayton is Principal at Kāiti School in Te Tairāwhiti. She has been principal there for 11 years and has brought the school from a 10 year trend of roll decline with a roll in 2009 of 130 to a roll of 380. Kāiti School is a decile 1 kura that caters for years 1-8 students in Bilingual and Mainstream education pathways. Billie-Jean has led the school through several phases of change in property, revisioning, curriculum design, whānau engagement and partnerships. Her leadership style comes from her grandparents who were instrumental in her early life and education. Billie-Jean was part of the first cohort of principals in Te Tairāwhiti to work with the Springboard Trust in 2016.

Billie-Jean was a recipient of the Woolf Fisher 2019 fellowship award. Her travel included visiting schools in Hawaii and Los Angeles and a week-long programme at Harvard University on leadership.



Liz O'Neil is currently CFO at Coca Cola Amatil NZ. Liz is a qualified chartered accountant (CAANZ) with more than 15 years' experience in senior finance and commercial roles across large New Zealand companies including Lion, Telecom and Fonterra. Liz first became involved with Springboard Trust in 2008 as a Capacity Partner, then as an Engagement Manager in 2011 on Alumni Services working closely with Homai School to embed their strategic goals. Co-opted onto the Springboard Trust Board since 2012, she was appointed as a full Trustee in July 2014 and is responsible for providing oversight of our finances. Liz is also a member of the Board of Trustees for Baradene College.



Frances Nelson has 40 years' experience as an educator and is an experienced principal having led six different primary schools that vary in decile range in Auckland and Northland. Frances served as an executive member of NZEI Te Riu Roa for 12 years and then as president for three years. She is the Immediate Past President of the Auckland Primary Principals' Association, a member of the New Zealand Council for Educational Research board and a Justice of the Peace. Frances participated in the Strategic Leadership for Principals Programme in 2011.



Dr Laurie Thew is the retired Principal of Manurewa Central School. Laurie was on our first 2007 SLPP cohort. With 43 years in education he is well respected and informs the board of much of the 'coal-face', research and leadership developments in education. He has served on a number of local, regional and national educational advisory groups and has been recognised by the New Zealand Principals' Federation, the New Zealand Educational Institute and the Auckland Primary Principals' Association. He was made a member of the New Zealand Order of Merit for Services to Education in 2004 and joined Springboard Trust's board in 2009.



Our Sincere Thanks

Strategic partners



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