



# Springboard Trust

## Impact Report 2020

**We believe effective strategic leadership transforms schools for Aotearoa learners.**



# Contents

1. Foreword: Transforming Schools Together	2
2. Executive Summary	4
3. About Springboard Trust	6
4. Be Kind, Defined: New Zealand Education in 2020	8
5. Delivering for Young New Zealanders: Springboard Trust's Work in 2020	14
6. Our Impact: Introduction	28
7. Our Impact: Foundation Programmes	30
8. Our Impact: Volunteers	36
9. Our Impact: Alumni Services	38
10. Our Impact: School Innovation Services	42
11. Moving Forward Together: Springboard Trust's Focus in 2021	44

# Foreword: Transforming Schools Together

Kia ora tatou, ngā mihi nui, and welcome to the 2020 Springboard Trust Impact Report.

When writing my introduction to last year's report, I had the pleasure of welcoming Dale Bailey as the incoming CEO of Springboard Trust. If I remember correctly, I acknowledged that "times of change are always disruptive" - which has turned out to be quite the prescient thought.

For while I am immensely proud of the way Dale and the Springboard Trust team have handled the last 12 months, there are so many young New Zealanders for whom this has been the most challenging time of their lives. Even with the seven-day Level Three lockdown for Auckland just a few weeks ago in March, we were hearing of schools that saw attendance drop to two-thirds of normal in the days afterwards.

None of us hold any assumption that things will go back to normal any time soon, if ever. Which is why it has been so important for schools and organisations like Springboard Trust to be caring, responsive and supportive before all else.

I have seen this in droves in the last year. I have seen school leaders aid entire communities, organising everything from digital learning resources to breakfast for students in need. Often, they have done it without any external support. This has been especially true in communities typically underserved, with schools working with whānau, iwi and local organisations to ensure that every child has their needs met.

This spirit of collaboration is reflected in this report - a persistent theme across our programmes is people coming together in support of one another, no matter the circumstances.

The challenges of 2020 have not been restricted to education either. Some of our longest-standing partners have faced barrier upon barrier due to COVID-19, and persevered through it all. A glance at the sheer volume of volunteers who have continued to give their time and energy to working with Springboard Trust will show you their astonishing levels of commitment to young New Zealanders.

That commitment echoes within Springboard Trust, an organisation that had a leadership change just one month before having to operate completely remotely. I have seen a team with a steadfast belief in their ability to support one another, as well as the school leaders and volunteers they work with on a daily basis. The changes brought about through lockdown resulted in new ways of supporting schools, a wealth of resources for those in need and the emergence of some remarkable work I look forward to seeing implemented in 2021.

This collaboration, commitment and belief in one another that has been expressed time and time again in the last year has been underpinned by one goal - supporting young New Zealanders. And as we evaluate what we did in 2020 and look to how we can improve in 2021, I remain so invigorated by that goal and how we can continue achieving it.

That's because the 2020 disruption has made everyone re-examine what it means to succeed in education. Teaching staff and school leaders are looking at how to permanently embed the student-directed learning that happened in lockdown. Leaders are more connected to their teams, more aware of the benefits of distributed leadership. And the education sector as a whole is, once again, re-evaluating the curriculum in a bid to make it more localised, meaningful and culturally responsive.

The work we do at Springboard Trust will support this. With projects like the Balanced Scorecard, we want to give schools the tools to accurately measure success beyond academic achievement alone. With

a focus on sustainable delivery, we want to broaden and deepen the ways in which we can support schools. And with the ongoing focus on transforming schools together, we want to build a new generation of educational leaders that have the tools they need to ensure all students thrive.

As I have already mentioned, none of us expect a return to normal – in fact, we demand better for our tamariki. And if there is one thing I will take from 2020, it's that every single person involved with Springboard Trust, from principals to volunteers to team members, want the same.

So it is with the utmost gratitude that I congratulate everyone who supported schools in Aotearoa in 2020 through Springboard Trust – and I hope you find the results of our work and what's coming next as exciting as I do.

Ngā mihi nui,



**IAN NAREV**  
CHAIRMAN  
SPRINGBOARD TRUST

A handwritten signature in white ink that reads "Ian Narev". The signature is stylized with long, sweeping lines.

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**“A persistent theme across our programmes is people coming together in support of one another, no matter the circumstances.”**

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## 2. Executive Summary

In 2020, Springboard Trust created a positive impact for more than 250 schools, 600 principals and senior/middle leaders and over 60,000 New Zealand students, with the support of more than 280 volunteers.

Against a backdrop of immense disruption, schools and communities banded together to support one another with a clear-cut focus on the wellbeing and sustained education of young New Zealanders. This disruption is quantified in this report, with an evaluation of the societal, economic, health and policy-based contexts in which schools have had to operate in the last 12 months.

Springboard Trust answered these changes in the education environment with a set of responsive, needs-based resources for school leaders to support them through and out of this period, with a focus on strategic leadership, collaboration and teamwork. This learning evolved in 2020, as Springboard Trust delivered hundreds of hours of learning in the forms of crisis-specific resources, responsive workshops and blended (online and in-person) or virtual professional learning and development.

This Impact Report highlights the key pieces of work that Springboard Trust conducted with school leaders and expert volunteers in 2020, using qualitative and quantitative analysis to evaluate the impacts on leaders, schools, students, communities and volunteers.

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**“2020 showed us so much about each other - but more than anything, it has reinforced the fundamental role of school leaders in not just the education of our children, but in keeping communities safe and sound.”**

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Dale Bailey, Springboard Trust, CEO

### Key 2020 impacts from Springboard Trust programmes:

- Principals improved their strategic planning and leadership, notably their three-year outlooks
- Principals and senior/middle leaders improved their stakeholder engagement and collaboration
- Rural teaching principals gained tools to tackle key time management and stakeholder issues unique to their environment
- School leaders became agents and proponents of change
- Principals developed a more collaborative approach to their strategic design
- Principals improved their delegation of responsibility for strategic initiatives
- Principals improved their self-awareness, and understanding and development of their unique leadership styles
- School leaders increased buy-in from teams and the community, which improved implementation of key initiatives and projects

Springboard Trust is proud to have been able to support principals, their leadership teams and our network of volunteers to continue this work in the most challenging of times. With impacts and professional development aligned to both school leader needs and key elements of the Educational Leadership Capability Framework<sup>1</sup>, Springboard Trust's work helps to create the conditions in which all students can thrive.

The development will continue in 2021, with new projects focusing on the measurement of student success and wellbeing, fostering a pipeline of future educational leaders and sustaining this work for years to come.

1. [https://teachingcouncil.nz/assets/Files/Leadership-Strategy/Leadership\\_Capability\\_Framework.pdf](https://teachingcouncil.nz/assets/Files/Leadership-Strategy/Leadership_Capability_Framework.pdf)

**60,000+**

**New Zealand  
students impacted**

### 3. About Springboard Trust

Springboard Trust is a unique impact organisation in the education sector. We bring together school leaders with public, private and philanthropic sector volunteers to build effective strategic leadership for Aotearoa.

The reason we do this is simple: strong leadership empowers schools to transform, creating better outcomes for each and every student.

In operation since 2007, we have worked with more than one fifth of New Zealand principals and other school leaders, partnering them with more than 500 expert volunteers. All told, our work has impacted more than 500 schools and approximately 170,000 students.

#### Our Purpose: Transforming Schools Together

We **transform** schools together with leadership as the driver of change. Principals, senior and middle leaders create the conditions for everyone in a school to thrive, and we support them with tools, learning and coaching - enabling them to bring their best.

We transform **schools** together – supporting those leaders to ensure positive outcomes for students, staff, whānau, community and everyone the school engages with. We are deeply rooted in Aotearoa, and work with schools to support the aspirations of our tamariki and tangata whenua.

We transform schools **together** through our unique cross-sector model, creating trusting relationships and genuine dialogue between school leaders and experienced leaders from outside the education sector. Informed by best-practice leadership and cutting-edge educational research, we provide the basis for lifelong learning and leadership development.

This purpose is underpinned by Te Takarangi – our newly developed Māori strategic plan that drives a focus on creating equitable outcomes for all young New Zealanders, particularly tangata whenua.





## Our Model

Springboard Trust's cross-sector model is what makes us unique. The relationships between volunteers and school leaders are built on trust, empathy and understanding – the basis for empowering professional learning and development.

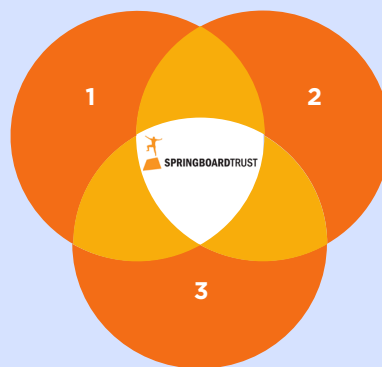
Our volunteers come from all walks of life and have a remarkable opportunity to learn more about New Zealand education, support the future of our tamariki, give back to communities and develop their own leadership skills and capabilities.

Together with the Springboard Trust team, these partnerships create the conditions for transformative change in New Zealand schools and communities. For principals and school leaders, this outside perspective from a trusted leader can make a world of difference to how they operate.

### Our Cross-sector Model

#### 1. Invest in frontline leadership

- Tailored professional development for principals
- Building strategic and leadership capability in schools
- Connect school leaders through learning networks



#### 2. Leverage and adapt private/public sector skills

- Voluntary coaching from proven professional leaders
- Partnerships with some of New Zealand's leading public, private and philanthropic organisations

#### 3. Remain independent, apolitical

- Work directly with leaders, clusters, schools and their communities
- Transfer learning from pockets of success to whole network
- Retain our independence
- Robust curriculum and bespoke support for schools

## The Principal's Journey

School leaders embark on a learning journey with Springboard Trust. We begin with Foundation Programmes, teaching the core elements of strategic leadership and developing a principal's stakeholder engagement, visioning and long-term planning capability.

We build on this foundation with workshops and tailored leadership programmes, designed to help school leaders build on their strengths, distribute leadership through their teams and collectively put plans into action.

It is professional learning and development that spreads to – and positively impacts – entire communities in Aotearoa. And in 2020, we deepened our impact through a responsive approach to COVID-19 and resulting school leader needs, as well as an expansion of support on offer.

***"Springboard Trust is an eye opener, and nobody understands the importance of what you deliver. I have been promoting it so much with young principals I know – I wish I had it when I first started."***

***- Anna Fourie, Principal, Ohura Valley School (Informal Interview).***

## 4. Be Kind, Defined: New Zealand Education in 2020

“Teachers are, more than ever, expected to be innovators and game changers.<sup>2</sup>”

Schools are at the heart of New Zealand communities. And with every single community in the world wracked by COVID-19, 2020 was a year that pushed schools and their leaders to the limit – and in many cases, beyond.

With each change in alert level, school leaders in Aotearoa had to adapt to new ways of teaching, connecting with and protecting their tamariki while continuing their own learning. And despite the ongoing message of kindness and safety, many had to do it without adequate structural support.

These challenges resulted in an overwhelming spirit of innovation and collaboration. School leaders and their teams have become a distributed workforce, the primary driver of online learning, and incredible proponents of self-directed development and care for teachers, communities and – most importantly – students. This was backed by unprecedented connection between the home and school environments, as whānau worked with educators to keep learning going under lockdown.

Springboard Trust has been privileged to speak with hundreds of school leaders and learn of their key success stories, as well as the challenges and concerns they worked through in 2020 and remain mindful of as we look towards a pandemic-free world.

It is school leaders’ resolve, drive and innovation that we should look to as we reshape an education sector with a stronger focus on equitable outcomes for all – and the themes below demonstrate the extent to which they are already trailblazers in this regard.

### 1. Policy is moving in the right direction – but more work is required

Many government decisions for education have been a positive step for New Zealand schools – but 2020 has shown the need to go even further and faster.

School leaders have responded positively to the introduction of Aotearoa New Zealand histories in the curriculum, giving educators the scope to truly think local and empower overlooked narratives and identities.

Connected to this has been an ever-growing push for a broadening of student achievement criteria. As achievement in maths and science declines<sup>3</sup>, there have been calls from educators, the Tomorrow’s Schools Taskforce and the New Zealand Principals’ Federation for a big-picture approach to student achievement. COVID-19 saw many schools move into more student-directed learning, and the explicit focus on wellbeing must also be taken into account.

Some of these challenges may be addressed by the government’s establishment of a central curriculum authority, and regional hubs to support schools. But, as Tomorrow’s Schools Taskforce members Bali Haque and Cathy Wylie have noted, there remains significant work in terms of securing curriculum expertise and providing on-the-ground support to schools.

A further challenge for schools that want to broaden achievement criteria will be prioritising elements of a wider curriculum, and defining clear measures of success in more qualitative areas such as student wellbeing.

One policy area where Springboard Trust is pleased to see progress is the focus on leadership and strategic planning. The introduction of leadership as a National Education and Learning Priority (NELP)<sup>4</sup> is encouraging, and the planning and reporting requirements<sup>5</sup> align strongly with our vision of effective strategic leadership for Aotearoa. Leadership is a lifelong journey of learning, one that must be supported from its inception right through to the end of a leader’s career.

2. <http://www.oecd.org/education/ceeri/Spotlight-21-Coronavirus-special-edition-Back-to-school.pdf>

3. <https://www.educationcounts.govt.nz/goto/timss/timss-201819>

4. <https://education.govt.nz/assets/Documents/NELP-TES-documents/FULL-NELP-2020.pdf>

5. <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/education-and-training-act-2020-improving-planning-and-reporting/>



Finally, Springboard Trust welcomes the progress towards a truly bi-cultural curriculum<sup>6</sup>, particularly the focus on upholding commitments to Te Tiriti o Waitangi and putting ākonga, alongside their whānau, at the centre of curricular decisions.

Overall, the policy backdrop against which schools operated in 2020 was one of small steps in the right direction. Further expertise and support are required at the leadership and curriculum levels in particular, to empower educators to create a bright future for all tamariki.

## 2. The rise of remote learning and the importance of digital access

The sheer scale of adoption of online learning merits close inspection – as does the number of learners who are worse off in this environment.

With limited notice – sometimes only a matter of days – schools shifted to remote learning environments during lockdown, maintaining connections and learning for communities of hundreds without in-person contact.

However, this shift has highlighted key issues with digital access and equity. In April 2020, Minister of Education Chris Hipkins reported roughly 80,000 households throughout the country were without internet access — and up to 145,000 students<sup>7</sup>.

Meanwhile, despite government efforts to provide equipment, by the second lockdown in Auckland it was estimated that roughly 70,000 students nationwide still did not have access to a computer at home. Even in cases where devices were available at home, it became apparent that these included mobile phones and tablets – often the only such device in the household, limiting learning opportunities further.

ERO reported that 19 percent of students in decile 1-3 schools had to share a device at home, while 22 percent watched Home Learning TV | Papa Kāinga<sup>8</sup>.

This lack of access to devices and connectivity made learning considerably difficult. Two-thirds of teachers, leaders and board chairs in low decile schools told ERO they were very aware of inequitable levels of student and whānau access to digital devices and connectivity, compared to only one-third in high decile schools.

6. <https://www.beehive.govt.nz/release/curriculum-refresh-clearer-more-relevant-learning>

7. <https://www.rnz.co.nz/news/national/414240/distance-learning-begins-for-teachers-and-pupils>

8. <https://www.ero.govt.nz/assets/Uploads/ERO-Learning-in-a-Covid-19-World-The-Impact-of-Covid-19-on-Schools-REPORT.pdf>



*“The world at large is not properly set up for remote learning. Not all homes have enough devices for the number of children (we have one iPad and two kids), not everyone has internet access and the rhetoric around how bad screen time is (including my own!) has had to be overlooked because there is no other option for learning.”*  
- Former Volunteer (Medium Article, April 2020).

Furthermore, 18 percent of teachers in low decile schools were concerned their students may not be able to catch up following lockdown, compared to six and seven percent in mid and high decile schools respectively.

Schools have undoubtedly done incredible work in creating cohesive remote learning environments, at scale and at great pace. But structural inequities continue to create barriers for many New Zealand learners – any reworking of our education system must prioritise tamariki with limited resources for remote learning.

### **3. Student engagement has taken on new life**

2020 saw student engagement emerge as a consistent success story for school leaders, a point crystallised in our recent Connecting with Principals (CWP) whitepaper.

Many principals found whānau were supportive of remote learning efforts, and together they engaged students with themed lessons and new learning structures. Principals also developed a newfound depth of understanding of students, particularly their home life. Similarly, volunteers who work with Springboard Trust have remarked with awe at the incredible role schools play in their children's lives, particularly in reference to their own challenges in creating a learning environment at home.

The challenge of adapting to better engage students remotely saw many principals, teachers, parents and whānau incorporating student-driven learning into their curriculum to great effect.

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**“It’s hard for teachers to get things done, keep learning and engagement on track for a class of 20 children, all of whom have needs and want them met right then and there. That’s probably the biggest eye-opener for me.”**

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Sven Pannell, KPMG (Informal Interview)

However, with this success comes a key question raised by principals in our CWP report: In a post-lockdown education system, should we keep the same curriculum priorities as before?

*“[I’ve been] thinking about arts and creativity, science and social sciences, this was what has been fun to do and still kept children learning in lockdown. Do we have too much emphasis on reading, writing and maths?”*

- Principal, CWP Report.

A key concern for some principals is that as we move beyond lockdown, it may be too easy to simply revert to the old frameworks for engaging students, and in doing so they may fail to seize this opportunity for improvement.

*“There are some students that I really worry school is not the favourite for them. They are more creative and they don’t fit. Their confidence has blossomed while they are at home, they are reading more, and doing creative things, but they might come back to school and hate it. Will it go back to the way it was, where we are all really busy and don’t have time for things?”*

- Principal, CWP Report.

It’s grown increasingly important for school leaders to exercise their own critical thinking and creativity to match students’ needs and connect with them at a deeper level. In many ways this is critical to furthering equity in our education system — building an approach that addresses the needs of the individual student, as opposed to a standard which may not hold relevance to many indigenous, disadvantaged or disabled students.

*“If we’re valuing culturally responsive pedagogy and relationships, we need to look at who gets interrupted by what... Work in school can sometimes be more about the convenience of the adult, or the more traditional and safe ways of working dominating in the classroom – some things are hard for us adults to let go of.”*

- Wendy Kofoed, Principal, Newmarket School (Informal Interview).

#### **4. Student and educator health and wellbeing**

Perhaps the most prominent theme highlighted by the COVID-19 pandemic and subsequent lockdowns is the importance of learner wellbeing, and the duty schools have to foster this.

Findings from the Ministry of Health throughout April and May last year highlighted the immediate impacts of COVID-19 on households, including 8.5% of people surveyed having lost their main source of income, and consistent feelings of loneliness and isolation.

*“We know that rangatahi struggled with a range of things during lockdown, including social isolation, loneliness, disrupted schooling, a lack of access to devices, data or internet, and not being in safe bubbles or not feeling accepted by others in their bubble. Increased screen time for some learners also meant increased exposure to online harms.”*

- Ministry of Youth Development.

These wider challenges from the pandemic have been felt throughout the education sector. A concerning 10 percent of students at New Zealand’s largest decile 1 school didn’t return to the classroom after lockdown, with half of those students having to take on jobs to support their families. Meanwhile, about a quarter of all decile 1 students in Auckland did not attend school at all in the first week after the second lockdown in August 2020. Addressing wellbeing head-on may help to re-build a sense of safety and comfort within schools where COVID-19 has eroded it.

Staff and school leaders have also faced immense challenges with respect to their own wellbeing. Our Connecting with Principals report highlighted that in many cases, teaching staff were autonomous during lockdown to the point of isolation, while leaders often found themselves responsible for supporting a wide network of people, without any established support for themselves.

This theme cannot be addressed by the education sector alone. The health sector, in particular mental health agencies, requires significant support to help New Zealanders emerging from this crisis. Given the research that points to issues of mental health and wellbeing being more prevalent for Māori than non-Māori, this is another equity issue that extends beyond education and requires far wider-ranging, systemic change to address.

## 5. Lifelong learning

The importance of lifelong learning became immediately apparent in 2020, as the COVID-19 pandemic forced school leaders to adapt quickly, develop digital skills and guide faculty, students and community through unprecedented events.

The need for continual learning is further highlighted by an ageing and increasingly diverse workforce. School leaders must remain culturally aware and responsive, as well as developing the necessary foundational and digital skills to lead confidently in a rapidly changing landscape.

A 2020 report from He Whakaaro<sup>9</sup> illustrated that turnover of principals has been driven largely by principals leaving the workforce. Meanwhile, over the last three years an average of 230 individuals per year entered the principal workforce, with the majority being new to the role. As a result, a growing proportion of our principals are in the early stages of their principal careers – around one-third have been a principal for five years or less.

The number of principals aged over 65 is growing, so too is the pool of younger principals. Both these groups represent demographics with a desire for continued learning, whether upskilling and retraining or developing all-new leadership competencies.

This focus on ongoing development at the leadership level was reflected in our Connecting with Principals report, in which school leaders reported great success in developing their teams' capabilities during lockdown. Technology, communications and collaboration were key aspects of the lifelong learning – all of which they hope to continue as we emerge from the pandemic environment.

## A year of challenge, now a year of focus

Much of the post-lockdown discourse has focused on opportunities that have arisen from the crisis, and rightfully so – principals and schools have learned much about different ways of working and how they collaborate. However, many of the challenges and concerns remain without clear solutions – and it is on these issues that efforts should focus in the months and years ahead.

It is against this backdrop that Springboard Trust conducted much of its work in 2020, adapting programmes and processes to a COVID-19 environment and adopting a wholly responsive approach to schools and their leaders as they faced an incredible crisis.

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**The importance of lifelong learning became immediately apparent in 2020, as the COVID-19 pandemic forced school leaders to adapt quickly.**

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9. [https://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0013/204610/How-COVID-19-is-affecting-school-attendance.pdf](https://www.educationcounts.govt.nz/_data/assets/pdf_file/0013/204610/How-COVID-19-is-affecting-school-attendance.pdf)



## 5. Delivering for Young New Zealanders: Springboard Trust's Work in 2020

Springboard Trust expanded its impact in 2020 with new workshops, programmes and tailored resources for the COVID-19 environment. Working with school leaders in metropolitan and rural contexts, as well as their supporting leadership teams, 2020 saw us reach:

### Overall key numbers:

**Students Impacted:**

**60,000\***

**Principal Engagements:**

**299**

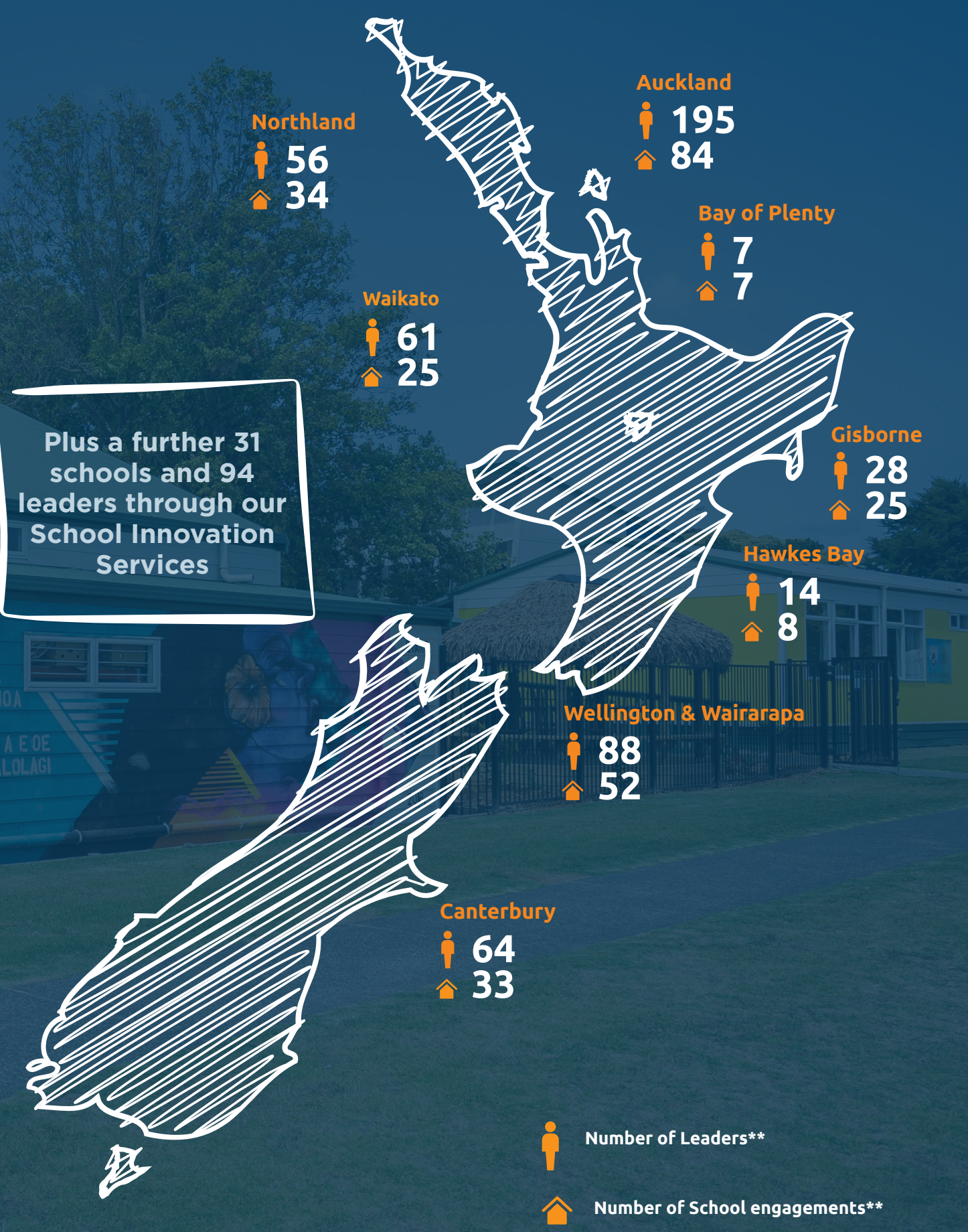
**Senior/Middle Leader engagements:**

**308**


**Volunteer Engagements:**


**280**





Plus a further 31 schools and 94 leaders through our School Innovation Services

 Number of Leaders\*\*

 Number of School engagements\*\*

\*\* Note: Leader includes principals, senior leaders and middle leaders within a school. An individual school may have engaged Springboard Trust for multiple programmes or workshops through the year, each registering as a separate engagement.

# Part One: Portfolio

The main body of work that school leaders and volunteers take part in with Springboard Trust is through our portfolio of programmes, workshops and coaching.

This is mapped to our Theory of Change – a model for development that sees school leaders improve their own strategic thinking, planning and leadership before deepening and distributing those skills to their teams.

Over time, the impacts of the work leaders do with Springboard Trust flow to teachers, parents and whānau, communities and ultimately into student outcomes.

## Theory of Change

A high-trust environment creates the conditions in which leaders do their best self-reflection and learning



The reason we exist is to build capacity and capabilities of education leaders in Strategic Leadership



### Short-term outcomes (within 18 months)

- The application of enhanced knowledge and skills improves strategic leadership practices
- Enhanced relationships with key stakeholders throughout the strategic planning process
- Leaders share a clear and compelling strategic direction for the school to build support amongst internal stakeholders
- Shared accountability amongst leadership teams for leading and implementing change.

### Short-term impact:

Principals build knowledge around strategic leadership, management, change skills and practices. They engage with others and apply what they learned to build strong and trusting relationships with key stakeholders and develop the conditions for change.



**Medium-term outcomes  
(up to 4-years)**

- Prioritised strategic initiatives enable progress toward the school's strategic goals
- Enhanced teamwork and collaboration in school and across schools
- Leaders actively develop leadership capability of self and their leadership teams to implement and embed change
- Leaders create the organisational culture in which teachers are motivated to improve their practice to enhance student learning
- Enhanced engagement with parents, whānau, and the local community supports cultural responsiveness & accelerates student learning.

**Medium-term impact:**

Principals distribute leadership capacity and build capability through every layer in the school with a focus on providing the conditions that enable the school to achieve it's strategic goals and keep developing.



**Long-term outcomes  
(5-years and beyond)**

- Collective teacher efficacy positively affects student outcomes
- Connected and networked leaders share knowledge together and co-construct integrated learner pathways
- More schools are successfully achieving their strategic goals and continuing to develop their strategic leadership capacity
- Schools build sustainable partnerships to strengthen community cohesion.

**Long-term impact:**

All leaders in schools have the skills and confidence to lead high performing schools or collectives of schools. Fostering new practices that contribute to building social equity, enabling better teaching and learning outcomes and influencing policy.

**Our destination:**

Effective strategic leadership transforms school communities to take collective responsibility for the success of all learners.

## Foundation Programmes

In 2020, New Zealand school leaders and volunteers worked with Springboard Trust on the following:

### Strategic Leadership for Principals Programme

A 10-month programme partnering principals with expert volunteers, building the foundations of strong strategic leadership.

<b>Principals</b>	<b>96</b>
<b>Capacity Partners</b>	<b>96</b>
<b>Facilitators</b>	<b>16</b>
<b>Cohorts</b>	<b>16</b>

### Strategic Leadership for Rural Teaching Principals

A unique 10-month coaching and development programme, tailored to the leadership needs of rural principals who also have a teaching role. The only programme of its kind available in New Zealand.

<b>Principals</b>	<b>11</b>
<b>Impact Coaches</b>	<b>11</b>
<b>Subject Matter Experts</b>	<b>9</b>
<b>Cohorts</b>	<b>2</b>

## Skills Workshops

### For leaders who have completed one of our Foundation Programmes

In response to the COVID-19 pandemic and disruption, Springboard Trust took the opportunity to review, refine and innovate new and existing Skills Workshops for 2021 as many could not take place during Alert Level Four.

### Annual Planning

A half-day workshop focused on translating a principal's strategic plan into clear, implementable and measurable actions for the year ahead. An opportunity to review progress over the last 12 months and set goals for each member of a leadership team. Attendees include principals, leadership teams and Board of Trustees members.

<b>Workshops</b>	<b>16</b>
<b>Principals</b>	<b>80</b>
<b>Senior / Middle Leaders</b>	<b>110</b>
<b>Volunteers</b>	<b>65</b>

### Recalibrate Your Strategy

An online workshop developed in response to principals' needs under COVID-19; a half-day session to help leaders make necessary changes to their strategic plans and embrace the opportunities of a pandemic environment.

<b>Workshops</b>	<b>10</b>
<b>Principals</b>	<b>37</b>
<b>Volunteers</b>	<b>10</b>

Additionally, Springboard Trust delivered tailored workshops for leaders who required them, including single-school Annual Planning Workshops and Strategy Refresh sessions.

**30,000**

**Students reached  
(Foundation  
Programmes)**



# Alumni Programmes

## For leaders who have completed one of our Foundation Programmes

### Springboard Coaching for Leadership (Formerly High Performing Leaders)

One-on-one coaching for principals or senior/middle leaders to understand their style strengths, challenges and areas for leadership development.

<b>Participating Schools</b>	<b>21</b>
<b>Participants</b>	<b>64</b>

*Participants made up of: 21 principals, 43 senior and middle leaders.*

Of these, seven schools participated via a scholarship made available through the Alexander Harold Watson Charitable Trust.

### High Performing Leadership Teams

A one-term programme for leaders and their teams, building an effective team dynamic and shared understanding of strategy, school leadership and each individual's role in implementing the strategic plan.

<b>Principals</b>	<b>23</b>
<b>Senior / Middle Leaders</b>	<b>92</b>
<b>Student reach</b>	<b>9500+</b>

*Participants made up 23 principals, 68 senior leaders and 24 middle leaders.*

Of these, 10 participated via a scholarship made available through the Hugh Green Foundation.

### School Innovation Services

School Innovation Services is an emerging avenue within Springboard Trust to support tailored professional learning and development (PLD) for schools, their leaders and Kāhui Ako (Communities of Learning) across New Zealand.

Stemming from our work with Kāhui Ako throughout 2018 and 2019, School Innovation Services is becoming a critical part of our support for New Zealand schools, giving us significantly more scope to deliver and create positive impact.

School Innovation Services projects can be funded by schools themselves or, unlike our primary portfolio of work, through the Ministry of Education's PLD budget allocations.

<b>Principals</b>	<b>31</b>
<b>Senior / Middle Leaders</b>	<b>63</b>

Key School Innovation Services projects we undertook in 2020 include:

- Te Tupu Managed Moves: Strategic design, evaluation of impact and long-term sustainability
- Lynfield Kāhui Ako: Supporting development pathways for across-school leaders
- Ngāruawāhia Kāhui Ako: Developing collaborative practices and strategic design

**“Having funding or scholarships provided is a really significant point, it really makes a difference for us.”**

Andrew Wilkinson, Principal, Gilberthorpe School (Informal interview)



275

Engagements with  
school leaders

## Part Two: Responsive Learning and Development

The challenges that schools and their leaders faced in 2020 were extraordinary, and required extraordinary levels of support. Not just from Springboard Trust, but from every corner of the communities they are part of.

As New Zealand entered Alert Level Four in early 2020, the Springboard Trust team set about contacting and assessing the needs of principals who are a part of our wider network. As a result, we delivered a significant amount of learning and development that fell outside the traditional scope of our programmes, workshops and coaching.

This work has been informed by best practice research, school leader needs, and, where applicable, aligned to key priorities within the Educational Leadership Capability Framework.

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**“Volunteering, it could be a time issue for some people – especially with everything going on right now. But working with Springboard isn’t like that – it’s fulfilling, it gives a real sense of purpose.”**

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Anita Hawthorne, Air New Zealand (Informal interview)

### Leading Through a Crisis

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Learning hours	190+
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COVID-19 meant that many leaders of New Zealand schools were, for the first time, guiding their community through a crisis. To establish an ongoing resource for school leaders, Springboard Trust developed Leading Through a Crisis - a 10-part webinar series focused on frameworks, actions and behaviours that can help leaders support their students, teams and communities in times of need.

This included:

1. Three sessions with the University of Auckland’s Professor Carol Mutch, focusing on her research in the area of leading through a crisis.
2. Collaboration with Kāiti School Principal Billie-Jean Potaka-Ayton, who focused on the ways in which her school community came together to share resources when government support was found wanting.
3. A panel of Christchurch principals who shared their experiences with trauma following the earthquakes and how this influenced their response to the COVID-19 pandemic.

*Disclosure: Billie-Jean Potaka-Ayton has recently joined Springboard Trust as a member of the Board of Trustees. She did not hold this role during her participation in Leading Through a Crisis.*

Over the course of this series, Springboard Trust delivered more than 190 learning hours to our network of principals and volunteers.





## Connecting with Principals Report

**Report downloads** 175

Springboard Trust's close relationships with more than 500 New Zealand principals has given us unique insight into how school leaders think, feel and act.

Throughout the Alert Level 4 lockdown, we conducted surveys with these principals, asking about their successes, challenges and concerns for the future. The findings were distilled into our Connecting with Principals report, which provides valuable analysis of how schools operated in a COVID-19 environment.

Across all principal responses, three constructs emerged as both a success and a challenge: technology, staff and communication.

## Technology

Many students, despite best efforts, remained cut off from the same learning opportunities as others due to a technological divide stemming from structural inequity. In this, COVID-19 has not created new problems, but highlighted long-standing ones. Conversely, technology was a crucial tool in keeping communities together and fostering distance learning for those able to connect.

## Staff

Principals found the support offered by their teams was invaluable and a huge motivator to, in turn, support others. However, where that support from team members did not exist, principals had to expend significant time and energy motivating them to return to schooling or collaborate more effectively.

## Communication

While principals were largely pleased with their own communication with communities, the volume of information received and lack of time to process and act on it created massive challenges in organising school communities.



## Leading for Equity Event

### School leaders and volunteers

120+

Each year, Springboard Trust hosts an educational leadership event, bringing together cross-sector experts and our network of school leaders for a full day of learning.

In light of the challenges and inequities that came to the fore in 2020 for so many of New Zealand's tamariki, our focus for this event was Leading for Equity. The event was a two-day series of live online panels and presentations, focused on practical steps to create more equitable leadership in schools.

It featured Russell Bishop, Pasi Sahlberg, Michelle Johansson and Laurayne Tafa, as well as panels consisting of principals and Springboard Trust's partners.

#### Key themes included:

1. Now is not the time to return to 'normal' — it is time to learn, grow and form a stronger system.
2. Collaboration is critically important — between schools, communities, private and public sector organisations and more — placing students at the centre before all else.
3. Teaching must move to the "North East", incorporating a relationships-first approach with proven pedagogical methods.
4. We must approach COVID-19 recovery from a Māori-first perspective to provide better support for tangata whenua.
5. Our system must be decolonised at every level – when we ask a student to excel, or even engage at school, what fundamental parts of themselves are we asking them to ignore or give up? How can the system change to support cultural identities?
6. We must build whanaungatanga in our schools and communities, then use this base to implement proven pedagogical strategies.

7. Distributed leadership is vital for improving the lives of learners – within schools, teachers are the most effective agents of change.

In total, more than 120 school leaders and volunteers attended the event, with many principals bringing their senior teams along for the sessions.

*"I didn't want to miss this professional learning event. I loved the notion of being able to pick and choose which sessions I attended and bring in people from our leadership team based on their interests."*  
- Wendy Kofoed, Principal, Newmarket School (Informal interview)

## ASB and Springboard Trust Panel Sessions

Sessions

2

Attendees

585

Running concurrently with our Leading for Equity event, Springboard Trust hosted two webinars with our strategic partner ASB. The first session focused on economic and financial realities across New Zealand, with the second session addressing hauora and wellbeing.

These webinars brought together academics, industry leaders and principals to share ideas about key COVID-19 issues, including:

1. How the pandemic will have a lasting impact on schools.
2. How communities banded together to provide support where it was needed.
3. The role of schools as a safe haven amid the COVID-19 storm.
4. The ability of schools to better determine the needs of their communities compared to central agencies.
5. The importance of open two-way communication with students, whānau and the community.

In total, 585 people attended the two sessions.

## Remote Learning

The rapid introduction of Alert Level 4 lockdown necessitated a swift response from Springboard Trust, in order to continue connecting with and delivering learning to school leaders.

An existing focus on continuous improvement meant staff and leadership had a strong culture and platform from which the organisation could easily pivot to an online environment.

Workshops and debriefs were held online, new offerings were developed, and rapid adoption of technology such as Zoom enabled the all-important volunteer-principal connection to flourish, even without face-to-face contact.

Following this collaboration and rapid response, Springboard Trust was able to continue the development of 96% of the leaders and volunteers who committed to working with us in 2020.

## Distance Learning PLD

COVID-19 meant that schools needed to adopt distance learning practices within a very short period of time. The Ministry of Education requested that all PLD providers give support where possible to schools to transition to a teaching practice that was unfamiliar to most teachers in New Zealand.

Despite the relative success stories of adaptability across the country, it became evident that there was no planning for long-term continuity of learning should any similar event to Level 4 lockdown happen in the future. In that context, Springboard Trust provided direct support to schools on:

- Developing their plan to ensure continuity of learning including identifying resource requirements
- Scenario planning
- People management through the crisis to ensure their well-being
- Creating situational learning environments
- Identifying and introducing fit-for-purpose technology
- Developing teaching capabilities for distance learning

During the Level 4 lockdown period and the weeks that followed, Springboard Trust supported five schools to develop their blended teaching/situational learning environment plans. This consisted of five sessions each with hands-on support for developing their initiatives and increasing teachers' confidence in using distance learning tools. In addition, some schools reached out to Springboard Trust to validate their thinking through coaching conversations.

During the Distance Learning Support period, the Ministry of Education requested Springboard Trust support to design the framework and initial methodology to diagnose schools' level of readiness to address similar events in the future.

## Voices in the Room

A key theme across much of Springboard Trust's work in 2020 was a relentless focus on equity in school leadership. To complement the existing work in this area and to bring more indigenous perspectives to the fore on education and COVID-19, we launched the Voices in the Room podcast in August 2020.

In this series, Māori academic Te Tuhi Robust spoke with a range of figures with a variety of perspectives across health, education and business about the work they have done, and the ways in which communities have supported themselves during COVID-19.

This included insights into:

1. Learners who had to halt their own education to support their whānau financially.
2. The importance of utilising indigenous approaches to health and wellbeing when engaging indigenous communities.
3. Historic and persistent oppression of Māori in schooling.
4. Community responses to COVID-19, particularly in areas where basic infrastructure (e.g. the postal system delivering materials) failed schools.
5. The importance of school-to-board relationships, and having high levels of trust in this area, under pandemic conditions.

## Delivery and Development of Learning for all

Despite significant challenges in the operating environment, Springboard Trust has been able to offer a greater variety of programmes and responsive learning opportunities than in any previous year.

As this report will discuss later, the successful response to COVID-19 has informed much of our ongoing work in 2021, including (but not limited to) the development and refinement of new blended and virtual delivery models and a focus on flexibility and long-term sustainability.

As the analysis of Springboard Trust's impact for school leaders will indicate, there is a need for further flexible learning within schools, a system that can cater to the most disadvantaged, as well as metrics of success that go beyond traditional measures, taking into account all of the elements we have responded to in 2020.

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**A key theme across much of Springboard Trust's work in 2020 was a relentless focus on equity in school leadership.**

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## 6. Our Impact: Introduction

Every year, Springboard Trust conducts analysis and evaluation of its offerings to identify the short-, medium- and long-term impact of its work with school leaders and volunteers.

We do this through extensive debriefs with programme participants, surveys throughout or after a programme, as well as detailed assessment rubrics focused on areas of leadership development.

The COVID-19 pandemic has affected the breadth and depth of our 2020 evaluation. Given some Skills Workshops could not be delivered virtually during Level 4 lockdown, capacity was re-directed to the provision of new, responsive programmes and workshops tailored for a crisis environment. Additionally, some programmes - particularly High Performing Leadership Teams - could not be run online and thus we have a limited data set compared to 2019.

Springboard Trust's primary concern during this period was the safety and wellbeing of all involved in our work, be it school leaders, volunteers or members of our own team. As such, and in recognition of the immense workloads individuals faced during COVID-19, Springboard Trust carried out limited evaluation for some Alumni Services (HPL, HPLT and Skills Workshops) in 2020.

Our detailed analysis of the available data, however, has provided clear themes and impacts from the programmes and services delivered in 2020.

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**As focal points of a community, school leaders must create the conditions in which students can thrive.**

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### Our Impact: Method

In 2020, impact was analysed with a mixed-method approach, utilising quantitative and qualitative data from Springboard Trust's portfolio offerings. All qualitative information (for example, debriefs and open-ended survey questions) were reviewed using Reflexive Thematic Analysis (RTA).

Springboard Trust used a deductive and latent approach to RTA: deductive because existing concepts (evaluation, workshop and survey questions) were used as a starting point, and latent because underpinning concepts were explored rather than simply explicit themes within the existing concepts.

The quantitative information from Likert-scale questions and assessment rubrics were analysed using descriptive and inferential statistics.

### Our Impact: Summary

In their first engagements with Springboard Trust, school leaders typically focus on strategic leadership and related components: vision and values, engaging stakeholders, creating a three-year outlook, measuring outcomes and improving key relationships.

At the end of their first year with Springboard Trust, principals reported improvements in these key areas - a result in line with our 2019 Impact Report. Given the enduring complexity of measuring impact in schools, this topic remained a challenge for some principals, but refinement and evaluation of the measurement module has supported many to feel increasingly confident in this aspect of their leadership.

Additionally, the rural teaching principals who participated in SLRTP felt they had a better mindset and more tools to address their time management challenges, a key pain point for principals in a rural context. Most importantly, principals were very clear that all of the work they do with Springboard Trust had a key uniting purpose - supporting students.

In subsequent engagements with Springboard Trust through our Alumni Services, principals brought their leadership teams with them and focused on leadership at both an individual and team level. Leaders gained self-awareness about their strengths and challenges, became more confident as leaders, and increased collaboration between team members, parents and whānau, and the wider school community.

And through our School Innovation Services, leaders in both schools and Kāhui Ako found new ways to hone their leadership and become agents of change for their unique environments.

This is learning and impact well-aligned to key components of the Educational Leadership Capability Framework, specifically:

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

These impacts and themes are also important development for school leaders in the context of COVID-19. The digital shift, more student-directed learning and an explicit focus on wellbeing present an opportunity for everyone involved in a child's life to play an active role in their education.

As focal points of a community, school leaders must create the conditions in which students can thrive. The focus on collective leadership, strategic thinking, high-trust relationships and measurement acquired through their interactions with Springboard Trust – not to mention the inherent act of lifelong learning – all support leaders to do this.

Change is the new normal for Aotearoa students – and these impacts and themes demonstrate how, through Springboard Trust, school leaders are developing to support learning in this ever-shifting environment.



## 7. Our Impact: Foundation Programmes

Our Foundation Programmes are the traditional starting point for school leaders and volunteers alike when they engage with Springboard Trust. Covering the core elements of strategic leadership and planning, these programmes are the foundation on which leaders grow their strategic capabilities.

Typically, school leaders begin their Springboard Trust journey with one of our two Foundation Programmes: The Strategic Leadership for Principals Programme (SLPP), or our version for rural principals, Strategic Leadership for Rural Teaching Principals (SLRTP).

### Strategic Leadership for Principals Programme (SLPP)

Springboard Trust's flagship programme, SLPP has been in operation since 2007. With a focus on developing principals' strategic planning and leadership capability, it teaches the qualities, tools and frameworks that support a strong school environment.

In 2020, Springboard Trust ran SLPP for 96 principals in primary or secondary schools, conducting surveys and analysing assessment rubrics, alongside debriefs with volunteers and principals throughout the programme.

#### Impact Summary: SLPP

After 10 months of SLPP, principals identified two key areas of development: their strategic planning and thinking, as well as communication and collaboration with others. Improvement in these areas through involvement in SLPP had a positive impact on their school environments. Volunteers echoed this, highlighting improved leadership practice in principals, and connecting this to positive impacts on students.

*"When the principal's vision and initiatives regarding school culture, wellbeing and teaching processes are brought to life, then students' daily experience at school is enhanced and will impact their outcome[s] for sure."*  
- (Principal – programme debrief).

The majority of principals also reported strengthened relationships with stakeholders due to their work in SLPP, which proved critical to successful implementation of their planning.

#### Key Themes and Impacts from SLPP:

##### 1. Principals increased their strategic competencies

True to the programme's overarching learning objectives, end-of-year survey responses show that principals feel more capable, confident and focused on their school's purpose moving forward.

At a high level, principals finished SLPP with a clarity of purpose and increased confidence in their ability to create a successful strategic plan – improvement that aligns with key recent changes to the Education and Training Act 2020.

Further, principals felt they had significantly increased their understanding of strategic planning and strategic approaches in general and were excited to apply this. Consequently, principals became more confident in their ability to develop goals and initiatives that aligned with both their vision and their school's unique characteristics.

##### 2. Principals were more capable of delivering their plan

The overwhelming majority of principals felt able to create specific actions for the year ahead that aligned to their strategic initiatives, as well as distribute responsibilities amongst their team for the implementation of said actions.





This was, partly, due to being able to constantly consider, align and prioritise resources (including team members) - but also due to their increased ability to seek and utilise knowledge that helped them be deliberate when implementing change.

Taken together, these developments empowered principals to clearly and succinctly articulate the future vision of the school to all stakeholders, particularly the leadership team who would play a critical role in its implementation.

*"The process has helped me to see more clearly that it doesn't all sit on my shoulders - I need to share the focus areas and the steps to break it down through the goals/road maps and have others take on roles - it all builds collective responsibility."*  
 - Principal Debrief, 2020.

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**"It's so nice to have the plan. My board are fantastic, the chair wants to get the plan on a page out to the community ASAP. I wish I had this 10 years ago!"**

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Principal Debrief, 2020

### 3. Principals increased their measurement capability

Previous Impact Reports from 2018 and 2019 highlighted measurement as a key challenge for principals undertaking SLPP. In response, Springboard Trust redeveloped the workshop in order to improve principals' understanding and implementation of this topic, in addition to running post-workshop online support sessions. Results have shown an overall improvement in principals' understanding of measurement in their own schools.

Additionally, principals better understood the usefulness of measured information in terms of school progress along short-, medium- and long-term initiatives. They discussed measurement in relation to their goals and actions, and considered it important for both tracking and overall impact.

Some principals already felt confident with the measures they intended to use, and how those measures connected to their strategic plan. Others were less confident in their measurement ability, describing it as a "work in progress". However, even those less confident remarked on the necessity of measurement in schools, and often engaged outside stakeholders for assistance due to understanding its importance.

#### 4. It's all about the students

As in the 2019 Impact Report, principals clearly articulated that key elements of SLPP – school vision, strategic planning, and stakeholder engagement – were in service of a school's students.

*"It's about what success is for every individual, and helping the students understand that they can believe they will become whatever they want to be."*

*- Paul Pirihi, Principal, Rosebank Primary (Informal interview).*

Principals wished to see the values and vision reflected in students once they finished their time at the school, and to see their students thrive. The definition of thriving differed from school to school, and was often influenced by the vision that was borne out of participating in SLPP. It was clear that principals' driving motivation to participate in SLPP was to enhance their capabilities, so that in turn their leadership would result in providing the very best environment for their students to thrive at school and beyond.

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**"Getting students the best outcomes possible - leave in a better place from where they were academically, socially, emotionally - effective learners and self managers. It is a work in progress - I am confident we will get there and I have the tools and support I need to do this work."**

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Principal, Programme Debrief, 2020

#### 5. Stakeholders are critical to school success

Across all evaluation measures, principals noted the importance of stakeholder voices. They highlighted the importance of considering all stakeholders in decision making, especially when it came to vision, values, motto and strategic plan. This was so that each strategic goal and initiative reflected what was important to the people involved and impacted.

Key stakeholder groups included leadership teams and wider staff, boards of trustees, students, their parents and whānau, the wider community and local parishes and iwi.

Principals viewed stakeholder engagement as an essential consideration in their planning. Principals learnt early on that when stakeholders did not engage with or buy into a plan, it created more obstacles and frustration. Conversely, strong stakeholder engagement created a positive, collaborative environment that principals stated was beneficial in helping their schools thrive.

*"As a group we have worked together to create a shared vision, goals and initiatives. This has had a positive and powerful impact on the relationship."*

*- Principal, Programme Debrief, 2020.*



## Strategic Leadership for Rural Teaching Principals (SLRTP)

After listening to the distinct needs of rural teaching principals, Springboard Trust developed and delivered the Strategic Leadership for Rural Teaching Principals (SLRTP) pilot across two cohorts in 2020 – one in the Central North Island, and one in Northland, comprising 11 principals in total.

This programme is unique in New Zealand, being the only learning and development tailored to rural teaching principals and incorporates both strategic and individual leadership development (Springboard Coaching for Leadership). It is a programme made possible by support from the Elaine Gurr Endowment Trust administered by Perpetual Guardian.

Analysis of various evaluation measures, including assessment rubrics, and debriefs and surveys with these principals and their volunteer Impact Coaches, resulted in the following core impacts and themes.

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**“As a rural school principal, it’s amazing that someone like Springboard had the insight to see the ways in which we are different from metro principals and have a programme tailored to that.”**

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Pauline Johnson, Principal, Poroti School.

### Impact Summary: SLRTP

After 10 months in the SLRTP course, principals had ‘connected the dots’ and gained a better understanding of their own strategic leadership.

Principals identified how visions and strategic initiatives drive in-school actions, how better time management helps ensure those initiatives are successful, and how input from all key stakeholders makes their planning unique to their own school environment.

This helped both principals and stakeholders feel more connected to the school and its future, as well as their role within it.

Impact Coaches echoed the principals’ reflections, noting that the school leaders had a much stronger understanding of how their vision is relevant to all they do, and were better able to connect their visions to strategic priorities.

### 1. Rural Teaching Principals improved their time management

Both before and during SLRTP, principals reported being very busy and that they often struggled with time management. By the end of the programme, principals still felt overloaded with work (understandable given the COVID-19 context and the innate workload of their role as rural teaching principals) but had a more positive mindset and skillset to deal with it.

This included personal responses to time management challenges, delegation, and communication with their stakeholders in the community. Additionally, principals reported they were devising more effective strategies to manage their time.

*"I have become a leader! I have taken a clear strategic direction for the school. I am letting others develop their leadership."*

- Principal debrief, SLRTP 2020.

### 2. Stakeholder voice is critical to rural teaching principalship

Over the course of SLRTP, principals showed strong improvement in how they used stakeholder input to inform their strategic and annual planning. In particular, they ensured the needs and interests of these stakeholders were put at the forefront of this planning.

This improvement was validated through debriefs with principals, which indicated a growing focus on gathering different viewpoints, for example students, whānau, community, staff and their Board of Trustees. Each viewpoint was highly valued, especially as they related to strategic initiatives and school vision.

When asked what primary changes they had implemented over the year, many principals referred to their stakeholder engagement as a focal point, specifically:

*"Clearer alignment of vision and collaboration with BOT and staff to develop Initiatives and goals"*

*"Heightened awareness of stakeholder engagement and the impact of this."*

- Principal debriefs, SLRTP 2020.

Similarly, volunteer Impact Coaches reported that principals showed significant development in their awareness and engagement of stakeholders over the duration of the programme.

### 3. Principals view long-term clarity as their greatest development

Rubric results indicate that principals view the three-year outlook as their greatest area of improvement over 2020. They reported an improvement in the alignment of school goals to strategic initiatives and related this to improved teacher efficacy and student outcomes.

Another key area of improvement, in the principals' own self-reflection, was one-year action planning. In particular, they felt successful in outlining key actions, tasks and responsibilities that would help their school thrive.

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**"I've never been allowed to not know the answer to something, but being able to talk things through with other principals or volunteers has been really important for me."**

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Anna Fourie, Principal, Ohura Valley School



## 8. Our Impact: Volunteers

Volunteers are the backbone of Springboard Trust's work. As experts in their field, be it strategic leadership or professional coaching, they bring a combination of experience, passion and expertise to the school leaders they work with.

To evaluate the impact of volunteering with Springboard Trust on these individuals and the organisations they came from, Springboard Trust conducted a mid-year survey with 85 volunteers across our Foundation Programmes and Alumni Services. Analysed using reflexive thematic analysis, the following themes emerged:

### 1. The experience of giving back

Initially, volunteers came to Springboard Trust to give back to communities or disadvantaged areas, learn more about education and to hone their own skills. When asked about what they wanted to get out of the experience, popular responses included:

- A sense of fulfilment and purpose
- The pleasure of contributing
- Building their own capability
- Understanding education

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**“Our purpose is to fuel New Zealand's prosperity. We can't do that by working only in major centres or with large corporates, in both our paid and pro bono work. We can't pretend that poverty and racism don't exist – by engaging with Springboard and supporting communities in need across New Zealand, we're living our purpose.”**

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Matthew Prichard, Executive Chairman, KPMG

Overwhelmingly, 95% of respondents said that their expectations had been met.

*“It's exceeded my expectations - mainly due to the learning I have had from the school leaders I have worked with. Their incredible dedication and commitment to their students, schools and communities is outstanding.”*  
- Volunteer debrief, 2020.

The majority of our respondents (67%) also said that volunteering with Springboard had a positive impact on their regular workload. Comments included that it makes them feel more engaged with their paid work, provides inspiration, gives a sense of perspective, improves energy at work, is great for overall wellbeing and helps them to grow.

### 2. Volunteers developing their own skills

97% of volunteer respondents said they could apply their professional experience or background to help school leaders lead and manage. They brought project and stakeholder management, problem solving, leadership and coaching skills to their roles with Springboard Trust.

Demonstrating the concept of ako, 92% of our volunteers felt that they personally developed through working with the school leaders. They also gained a better understanding of the challenges school leaders face and more appreciation for the complexity of the principal role, the range of stakeholders they manage, the huge expectations of parents, the workload and the emotional toll the role can take.

In contrast to a corporate environment, volunteers commented on the loneliness of leading as a principal, the lack of resources and the challenge of wanting to lead inclusively in an environment that is used to top-down direction.

Similarly, 94% of our respondents stated that working with school leaders created a stronger understanding of issues within our school communities. These included cultural issues, challenges with government, welfare and social issues, equity and the pressure on educators.



*"I am humbled by how Principals manage to do so much with so little professional resource and support and the importance of wider society to have an informed understanding of how it really is for others in the wider community."*

- Volunteer debriefs, 2020.

Individual workshops within Springboard Trust programmes enabled 67% of respondents to reflect on their own strategic leadership skills. By attending the workshops, they were able to take time to reflect and consider, take in different perspectives and bring these skills to front of mind. 73% of those respondents were then able to apply those learnings back into their own place of work.

*"It's helped me build my strategic plans in at least 3 different jobs over 10 years."*

- Volunteer survey, 2020.

### **3. A focus on connection**

Responses were mixed with regard to the idea of conducting Springboard Trust work online.

Many noted that the pandemic had gifted them comfort with the online environment and that in some programmes (such as Springboard Coaching for Leadership), much of the coaching already occurs online.

Most noted that in-person connections are important, as face-to-face is where the real value and focus happens, but some would like the SLPP workshop attendance commitment to be reduced. The ability to participate online would allow some volunteers to fit the commitment into their normal working day but some were worried that the level of engagement wouldn't be the same.

*"Having tried both, in person works better than virtual for something like this. Strategy is not effective if the process is cookie-cutter. You need to feel the environment to really be helpful, or at least, by feeling the environment you are more likely to come up with unexpected insights."*

*"I facilitated a number of workshops in lockdown and so I would happily do more of these. I do think that no interaction face to face would be detrimental to the overall success and bonding of each cohort."*

*"The work that Springboard Trust does is amazing - it will be great if all schools are participating and investing in the development of their leaders."*

- Volunteer debriefs, 2020.

## 9. Our Impact: Alumni Services

Alumni Services is the broad term for the learning and workshops that school leaders take part in after completing either of the Foundation Programmes; the Strategic Leadership for Principals Programme or Strategic Leadership for Rural Teaching Principals. Our Alumni Service offerings support schools as they develop the distributed leadership needed to successfully implement strategic change.

While Springboard Trust was able to deliver many new and existing workshops in 2020, COVID-19 disrupted programme delivery such that we were unable to capture sufficient evaluation data to fully understand our overall impact. As such, this segment will primarily utilise findings from Springboard Coaching for Leadership (formerly High Performing Leaders) – establishing impacts and themes across leadership development on both an individual and a team basis.

Please note: Springboard Coaching for Leadership and High Performing Leadership Teams participants may be principals or senior/middle leaders in a school.

### Impact Summary

Across our Alumni Services programmes, principals identified three aspects of their practice that were strengthened: self-awareness, engagement and collaboration.

By aligning their teamwork to a strategic plan and better understanding their own leadership style, principals improved key relationships and empowered their whole team to work together and engage the wider community.

Volunteers also remarked on strengthened collaboration and delegation, and identified further areas of improvement in the principals they worked with: self-awareness, confidence, work/life balance and wellbeing. Additionally, volunteers articulated that they saw an impact on student outcomes based on the principals' work in these programmes.

This builds on the work principals do in our Foundation Programmes, involving a wider group of team members in a strategic plan's implementation and ensuring all members of a school community are empowered to collaborate.

Within each of the primary impact themes (self-awareness, engagement, collaboration), we have explored specific changes or impacts that occurred for both school leaders and volunteers.

### 1. School leaders understood, developed, and felt more confident in their leadership style

Springboard Coaching for Leadership (SCL) participants were largely aware of their strengths and challenges as leaders before starting the programme, and thus had clear aspirations for what they wanted out of it.

Upon completion of SCL, participants reported that the programme gave them practical tools to address improvement areas, and that they felt personally (and had heard from others) that their leadership style had improved.

*"I am driven by an innate search for validation! I was aware of it to some degree, but the coaching has made me much more conscious of this...I now check my motivation and my reasoning in any difficult conversation, or when preparing for a staff discussion."*

- Principal debrief, SCL, 2020.

A key result of this understanding was improved confidence. This was a key goal for many school leaders taking part in SCL, with Imposter Syndrome mentioned by many participants in pre-programme questions.

As a result of their work in SCL, participants reported feeling more confident in both themselves and their role as a leader. In some cases, this included improved confidence in conducting difficult conversations or communicating boundaries in a workplace environment.



FOR THE FUTURE  
 HIGH OPPORTUNITY  
 T, FUTURE-FOCUSED  
 I → PLANNED, PURPOSEFUL, FOCUSED  
 ↳ DON'T YOUR WELL-BEING TOO.  
 ↳ RECOGNISING THE SIGNS

# PROGRESS

- CREATING URGENCY
- USING COVID AS A TIME TO REFLECT / VISION / LESSONS LEARNED
- DEEPER THINKING
- PUTTING THE FISH ON THE TABLE
- CONSULTATION / COMMUNITY SUPPORT
- HERITAGE - MANY FORMS
- TAKING / - DIFFERENT FORMS LISTENING, ↳ INDIVIDUAL / TEAMS
- WIN-WIN WITH LOCAL BUSINESSES
- FUNCTIONING LEADERSHIP TEAM
- TRAINING FOR SUCCESS

# CONCERNS

MAKING CONTACT w. SUSTAINABLE ATTENDANCE (LEARN)  
 FLAT BATTERIES  
 ABSORBING ANXIETIES  
 HOW ARE WE LOOKING OUT FOR OUR OWN WELL-BEING?  
 ↳ SEARCHING FOR SUPPORT  
 OVER-THINKING IT.  
 EVERYONE (POST-COVID) GOING AT IT



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 15  
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\* All 5 have a device [equity]  
 \* Learning continuing on line



## 2. Volunteer coaches were highly valued and benefited professionally

Participants in SCL found that engagement with their volunteer Coach played a significant role in their increasing confidence. End-of-year surveys indicate that participants were satisfied with the quality of development and ensuing relationships that came out of the programme.

*"My coach was outstanding"*

*"[My coach was] very good at coaching conversations that allowed me to see the important parts of the 360 feedback"*

*- Principal debrief, SCL, 2020.*

Overall, participant-Coach relationships were reported as having a profound long-term impact on overall confidence and related capabilities such as staff engagement, leading change and managing conflict.

End-of-year volunteer surveys also highlight that not only do Coaches gain substantial satisfaction from their engagement with school leaders through SCL, but they are also gaining personal and professional learning. In particular, they gained keen insight into the education sector and school environment.

*"I have learned that there are many leadership teams in schools who are not equipped or resourced for their roles. This was a surprise. It also means that the work carried out by Springboard is so essential to having high-functioning schools."*

*- Principal debrief, SCL, 2020.*

## 3. School leaders increased collaboration and aligned it to their strategic planning

Surveys indicate that prior to participating in SCL, principals felt overwhelmed with the amount of work they were doing on their own. However, post-programme surveys show significant changes in the amount of collaboration that was happening between entire leadership teams.

*"I think as a team we're being more honest in our communication. I feel like we gel more as a team now. Another thing is I feel like I'm talking with the other syndicate leaders more, collaborating."*

*- Principal debrief, SCL, 2020.*

Principals had embedded a system of team accountability and involvement, that was directly aligned with their strategic plan. They reported that SCL helped with creating a culture of ongoing guidance and support in their teams, which improved teamwork and collaboration.

Upon this foundation, principals and their leadership teams felt more empowered to actively collaborate with parents, whānau and the wider community.

*"Better communication and understanding of how my role contributes to the strategic goals of the school. I feel more empowered and included in decision making with a collaborative element as a Senior Leadership Team."*

*- Leadership Team member, HPLT, 2020*

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**"Feedback from [the Principal] would suggest that student outcomes are improving as a result of better alignment and strategic direction within the leadership team"**

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Volunteer debrief, SCL, 2020



## 10. Our Impact: School Innovation Services

The 2019-2020 pilot of School Innovation Services (SIS) saw Springboard Trust enter new territory. By exploring long-term sustainable delivery, strengthening Ministry of Education relationships and increasing the ways in which we can create impact in schools, Springboard Trust hoped to establish a new model for professional learning and development (PLD) that would sit alongside our existing portfolio of work.

Overall, SIS serves educational leaders who want to develop their capabilities in a manner that falls outside the scope of Springboard Trust's existing portfolio. Examples of SIS projects include change management for Kāhui Ako and schools, strategic design, leadership development and creating an environment to support effective implementation of strategic initiatives.

SIS is also an opportunity for Springboard Trust to establish a 'Reciprocity Model', in which we engage a number of our existing independent volunteers in a paid capacity. In a year that saw many New Zealanders – our volunteers included – face significant financial and operational challenges, this became another way to acknowledge and support the cross-sector experts who have given so much to New Zealand school leaders.

To evaluate the impact of School Innovation Services, Springboard Trust surveyed:

- Participating schools and Kāhui Ako
- Participating external consultants/facilitators (volunteers taking part in paid projects)
- The Springboard Trust team

Responses were aggregated with a mixed-method analytical approach, with descriptive statistics used to analyse Likert responses due to small sample size. Additionally, open-ended questions were analysed and put alongside qualitative and quantitative information, to identify the following themes and impacts.

### School Innovation Services: Impact Summary

Responses from those involved in SIS projects are very positive about the relationships and learning that took place in each engagement. Principals became agents of change and improved aspects of their own strategic leadership, and were able to apply their learning to unique school contexts.

Similarly, those who had previously volunteered with Springboard Trust overwhelmingly had a positive experience, and made no distinction in their commitment to or feelings about working with Springboard Trust and principals in a paid context.

The 2020 evaluation indicates strong internal and external support for Springboard Trust to continue with this model of delivery.

### School Innovation Services: Key Themes

#### 1. Principals became agents of change

The principals, schools and Kāhui Ako that participated in SIS projects reported that the work helped them become skilled and informed agents of change. External consultants supported this by creating a positive learning environment – helping leaders build readiness to change, managing resistance and assisting buy-in of change processes.

#### 2. Principals experienced moderate to significant positive impacts from SIS projects

All participating principals stated they had experienced moderate to significant impact over the immediate-, medium- and long-term. Impacts were focused on their strategic thinking, design and leadership. Further, principals reported significant shifts in both their own and their teams' behaviours, as a result of the learning and development undertaken through SIS.

Leaders increased their understanding of strategy, initiatives, goals and challenges, leading to increased commitment across the school. They indicated the SIS experience was valuable for all involved, and expressed high satisfaction with the key learnings.

Additionally, all participants (leaders and consultants) stated that their level of understanding of the project's learning areas had increased through the engagement.

**3. Facilitators and principals were positive about their engagement with Springboard Trust**

Facilitators (existing Springboard Trust volunteers) were highly positive regarding the scope, expectations, communications and support from Springboard Trust's SIS team. They provided suggestions to improve operational support.

Principals noted that they and their teams enjoyed the SIS work, managed their time well, were comfortable with the pace of learning and would recommend their facilitator to others.

**4. Principals and volunteers do not distinguish between SIS and other Springboard Trust engagements**

Through the surveys, respondents made no distinction between SIS and other engagements through Springboard Trust, referring to the work in more general terms of working with the organisation.

**5. Volunteers enjoyed working in School Innovation Services**

Overwhelmingly, the external consultants had a positive experience working on School Innovation Services projects. Importantly, as paid consultants, they did not feel this mode of work – paid for by schools or the Ministry of Education - diminished their contributions. They felt the same way about the experience as they did about their previous volunteer work with Springboard Trust, and would not hesitate to contribute to SIS projects in future.



# 11. Moving Forward Together: Springboard Trust's Focus in 2021

Throughout this Impact Report, school leaders have spoken to key themes around inequity, curriculum, leadership and creating the conditions for all students to thrive. While the impact of Springboard Trust's programmes has supported their work, there is always more that we can do to contribute to a better education system for all.

Based on our impact, analysis and work in 2020, as well as the economic and sector-wide implications of a post-lockdown environment, Springboard Trust's commitment to Aotearoa schools will centre on the following areas in 2021.

## 1. Equity underpins everything

Inequity has been a common theme across almost all challenges in 2020, from remote learning to financial and emotional wellbeing. The real numbers show that disadvantaged members of our communities have taken the brunt of the negative impacts of COVID-19.

Where a lack of systemic support left schools out in the cold, communities banded together to share resources and support one another – the village sustaining itself through periods of crisis. Giving schools the tools, frameworks and resources to formalise these relationships and replicate them for more widespread benefits – as well as protection against future crises – is an essential focus.

This includes empowering school leaders to lead from an equity perspective – ensuring that every voice in a community gets input when top-level decisions are made.

New Zealand has a world class education system, but not for everyone. Pasi Sahlberg's comments on Australia 'we need to educate all our children so that they are given the tools to thrive and are capable of coping with the challenges that they may face in their lives' are equally applicable to the New Zealand context.

Equity does not happen by chance. We must plan for it and hold it as an ideal at the core of everything we do. Springboard Trust urges all players in the education system to consider these core proposals as we rebuild our system:

1. We must lead for equity, community and collaboration.
2. We must address the digital divide both between and within schools.
3. We must establish equity at the heart of all policy discourse, particularly following COVID-19.

With the implementation of Te Takarangi, Springboard Trust's Māori strategic plan, we want to foreground marginalised voices in the community, as well as the communities often left without support. We commit to prioritising support for those with the greatest need, and acknowledging that schools are not just teachers and students – they are whānau, parents, iwi, ancestors and more.

With localised curriculum a prominent focus and communities more tightly knit than ever, Springboard Trust will support schools and their leaders to ensure that where one thrives, all thrive.

*"We have to go deeper, moving beyond the 'lovely' but sometimes tokenistic knowledge; developing Matauranga Māori, redesigning our localised curriculum to have a true bicultural lens and increasing our capability in using Te Reo."*

- Carol Bevis, Principal, Bledisloe School (Informal interview).

## 2. Sustainability must be a Springboard Trust focus

Through School Innovation Services, Springboard Trust has developed an additional delivery model. By expanding our scope to incorporate projects funded by the Ministry of Education or schools themselves, we increase our capacity to deliver impactful development for New Zealand leaders.

In turn, this system has allowed us to establish a reciprocity model, in which we can support and give back to a number of independent volunteer experts who have given so much of their time and energy to schools through Springboard Trust.



Underpinning this model is a need to create a sustainable Springboard Trust. The value of the ongoing support of our partners cannot be overstated, but Springboard Trust acknowledges that in these uncertain times, our partners' priorities may change.

It is understanding this reality that has led to Sustainable Springboard – an initiative to create a long-term financial and operating model that ensures we can expand our reach and deepen our impact for New Zealand students for many years to come.

At our core, Springboard Trust will always be an impact organisation focused on supporting those most in need. We believe that Sustainable Springboard is a way to increase, rather than replace, that support. By building on our existing relationships with schools, partners and the Ministry of Education, we believe we can create change in new ways.

This work has already begun, with a keen focus on School Innovation Services as a fundamental element of Sustainable Springboard. A principal-first approach, in which we discern needs and build professional learning and development to suit, significantly expands the boundaries of what it is possible for Springboard Trust to do.

As the government prioritises strategic planning and reporting in education and schools face uncertainty under COVID-19, the learning, development and cross-sector magic that Springboard Trust offers will be vital for all school leaders. Sustainable Springboard is how we hope to, over time, create effective strategic leadership for all schools in Aotearoa.

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**At our core, Springboard Trust will always be an impact organisation focused on supporting those most in need.**

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### 3. Measurement must be mastered

Throughout this report, principals have identified a need to broaden the definition of student achievement – a theme bolstered by the government’s current review of the New Zealand Curriculum.

While there is an onus on the Crown to deliver expert support in this regard, schools must also ensure they have robust measurement and learning plans in place. These must take into account both traditional achievement factors and non-traditional ones such as wellbeing, giving a truly holistic depiction of how a school is performing.

In 2021, Springboard Trust will address this with the Balanced Scorecard for Schools pilot. Based on the Kaplan & Norton Balanced Scorecard Framework (1992) and the subsequent adaptation by the Massachusetts Consortium for Innovative Education Assessment, we aim to help schools better capture, organise and utilise data and information that indicates progress, and supports decision-making.

In the Aotearoa context, we will be focusing on five key areas:

- Teaching and leadership
- School culture
- Resources
- Academic learning
- Community and wellbeing

With pilot schools currently participating in the project, we look forward to presenting the results of the evaluation of this pilot in 2021. Given the immense challenges that schools have faced in 2020, we hope that this work will present a new way of recognising school success.

### 4. We must embrace a digital-first world of lifelong learning

The rapid embedding of digital curriculum in schools has seen it become less prevalent in schools’ strategic plans, and highlights how Springboard Trust must meet educational leaders in an increasingly digital world.

Face-to-face delivery will always be a fundamental element of what we do – it remains a critical part of the volunteer-school leader relationship – but from 2021, we are offering a more varied suite of delivery models for our Foundation Programmes and Alumni Services.

This includes, but will not be limited to:

- Springboard Trust’s first fully virtual Strategic Leadership for Principals Programme cohort
- A blended model of delivery, combining in-person workshops with online learning
- Opportunities for school leaders to join online learning events (webinars and workshops)
- A suite of self-paced micro-learning tools to support our Skills Workshops, available to principals and their leadership teams

Much of this blended learning has been undertaken through the Strategic Leadership for Rural Teaching Principals programme. With positive feedback on the development in that programme, and all our learning through Covid-19, we hope to continue meeting the needs of principals in a digital learning environment.

## 5. We must strengthen the pipeline of educational leadership

As noted earlier, the changing demographic of principalship in the education sector signals the importance of securing a pipeline of confident and capable middle and senior school leaders to ensure both sustainability within the profession, and leadership-ready candidates who understand and are able to transition well into principal roles.

Both the proportion of new and over-65 principals point to the need to develop a cadre of strong leaders for the education profession.

This is particularly crucial with the rising number of new principals without existing foundational training. We have a duty to better equip our school leaders, who are often leaders of their communities as well, with the tools to lead with confidence and competence.

In 2021, Springboard Trust will pilot Aspiring Leaders – a programme designed to upskill middle leaders as they look to transition into senior roles within the education sector. This programme will support the pipeline of Aotearoa's educational leaders in order to:

- Ensure an unrelenting focus on leading for equity
- Develop an active network of collaborators, open to co-designing new approaches to long-standing issues in education
- Accelerate leadership opportunities and progress for Māori, Pasifika, and other under-represented groups in education leadership
- Foster sustainability within the education profession

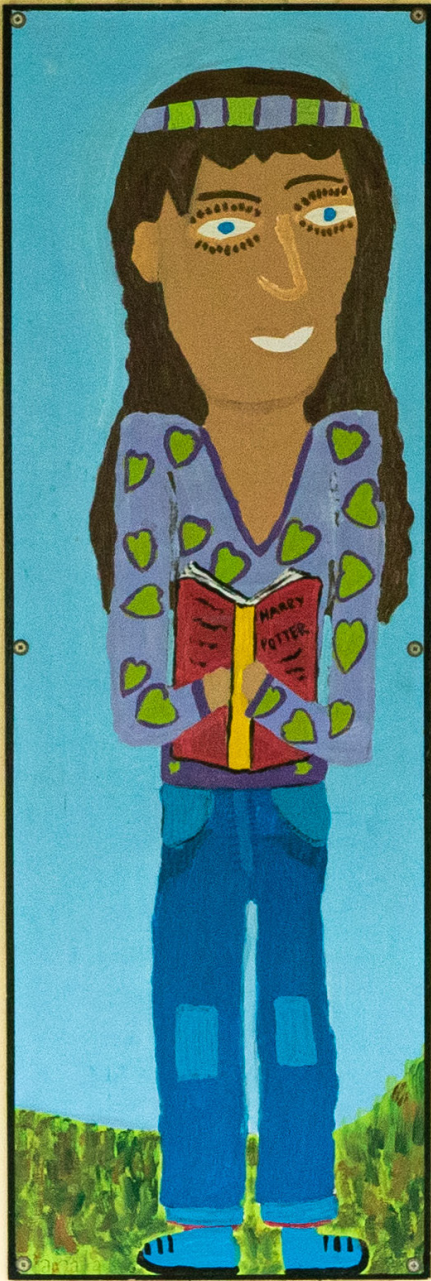
Aspiring Leaders is made possible through the support of the J.N. Williams Memorial Trust.

## Conclusion

Too often, we can be resistant to change for a fear of disruption. However, in the wake of COVID-19, disruption is here and it is here to stay for the foreseeable future. As an impact organisation, we would be remiss to dismiss this opportunity to address the structural issues affecting outcomes in education for staff, students and communities. Only through listening to our communities', advocating and planning for equity and supporting the growing pool of new principals can we truly collaborate for greater outcomes for all.

Springboard Trust's impact is on principals first and foremost, with the positive effects spreading to leadership teams, teaching staff, school communities, and – most importantly – students. Our work empowers school leaders to effectively plan, delegate and collaborate, ensuring that all voices are heard when decisions are made. At the Kāhui Ako and more general inter-school level, this extends further to a communal sense of responsibility for all young New Zealanders.

It is this spirit of collaboration that has seen schools persevere through the most difficult of years. With the continued support of funders, volunteers, team members and school leaders, we hope to see every student come out of these challenging times with the brightest of futures ahead of them.



# Glossary

## Appendix A: Full Glossary

### Acronyms, Educational Terms and Organisations

<b>ALS</b>	Alumni Learning Services	<b>PLD</b>	Professional Learning and Development
<b>BoT</b>	Board of Trustees	<b>PM</b>	Programme Manager
<b>CP</b>	Capacity Partners	<b>PTM</b>	Partnerships Manager
<b>CWP</b>	Connecting with Principals (White paper released by Springboard Trust in 2020)	<b>RTA</b>	Reflexive Thematic Analysis
<b>CoL</b>	Communities of Learning / Kāhui Ako	<b>SBT</b>	Springboard Trust
<b>ELCF</b>	Educational Leadership Capability Framework	<b>SCL</b>	Springboard Coaching for Leadership (formerly High Performing Leaders)
<b>ELS</b>	Educational Leadership Strategy	<b>SIS</b>	School Innovation Services
<b>HPLT</b>	High Performing Leadership Teams	<b>SLPP</b>	Strategic Leadership for Principals Programme
<b>IC</b>	Impact Coach (Volunteer role)	<b>SLRTP</b>	Strategic Leadership for Rural Teaching Principals
<b>MoE</b>	Ministry of Education	<b>SME</b>	Subject Matter Expert (Volunteer role)
<b>MoU</b>	Memorandum of Understanding	<b>SW</b>	Skills Workshops
		<b>TS</b>	Tomorrow's Schools

# Board of Trustees

## Appendix B – Board of Trustees



**Ian Narev** was Chief Executive Officer of the Commonwealth Bank of Australia between 2011 and 2018 and is currently Chief Executive Officer of SEEK Asia Pacific and Americas. Ian has been with Springboard Trust since its inception and has been Chairman of the Board for the past 14 years. In addition to his role as Chairman, Ian has personally facilitated a full set of SLPP workshops in each of the 11 years that Springboard Trust has worked with principals (66 principals to date). He has over 15 years' experience in consulting to non-profits, including five years in New York, and is the Chairman of the Education Advisory Board for the University of New South Wales' Gonski Institute for Education.



**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 SBT 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.



**Mark Russell** is a Strategic Business Consultant (Partner) with Business For Life Limited. Mark's specialist areas include: business repositioning, leadership development and executive coaching for a range of local and international clients. A qualified lawyer, Mark has held in-house General Counsel, Senior Executive and Chief Executive roles for a range of public and private companies over the last 25 years. Since 2010 he has played a key strategic leadership and coaching role within SLPP as a facilitator. Mark joined our board in 2011 and is active in our team development and curriculum development space.



**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 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 & commercial roles across large New Zealand companies including Lion, Telecom & Fonterra. Liz first became involved with SBT 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 SBT 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.



**David Pralong** is a Senior Partner of McKinsey & Company and a core leader of its global RTS Practice. His particular focus is on corporate turnarounds and portfolio restructuring. Throughout his career, David has led numerous restructuring efforts, along with guiding complex transformations spanning multiple countries. David's role of strategic advisor, supported by the firm's global education research, informs our thinking and direction. In 2013 Li-Kai Chen and David led our "Leadership in Education" annual forum where they shared their global research and thoughts on "How the world's most improved school systems keep getting better". David has been a Trustee since 2007.



**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 SBT's board in 2009.

# Our Sincere Thanks

A special thank you to our Strategic, Major and Supporting Partners and all of our valued skills volunteers. Your ongoing support for our organisation allows us to assist educational leaders and their communities to grow in strategic, structured and scalable ways.

## Strategic Partners

AOTEAROA FOUNDATION



J.N. WILLIAMS  
MEMORIAL TRUST



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## Major Partners



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## Supporting Partners



# 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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