



SPRINGBOARDTRUST



# Springboard Trust

## Volunteer Impact Report 2020

# 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



## Major Partners



## Supporting Partners



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

# Introduction: Transforming Schools Together

Kia ora koutou ngā mihi nui, and welcome to our Volunteer Impact Report. A companion piece to our 2020 Impact Report, here we will acknowledge and celebrate the immense contributions made by our volunteers over the course of the last year, as well as the personal and professional development they have been able to bring back to their own organisations.

The reciprocal learning in our cross-sector model embodies the concept of ako, and the Volunteer Impact Report highlights how much our volunteers have given – and gotten – out of working with Springboard Trust.

Last year, more than 280 volunteers worked with school leaders through Springboard Trust, in an increasingly varied number of roles. Yet in each and every experience, the same base philosophy applied – our volunteers are choosing to give their time to our organisation because they want to give back to schools and communities.

The energy and commitment our volunteers brought to their work was all the more astounding given the challenges that COVID-19 presented us with. Many of our partner organisations faced challenges of their own yet remained completely committed to continuing their volunteer work.

And it was a huge level of commitment. We had more than 600 volunteer engagements with school leaders last year right across our delivery portfolio, from the Strategic Leadership for Principals Programme through to our Skills Workshops, all the way to our paid opportunities for volunteers working as Consultants through our School Innovation Services.

To our volunteers - the amazing impact you have all had on schools in Aotearoa can never be overstated. You have made a difference for our tamariki, and should be incredibly proud of that.

We hope this report brings back wonderful memories, and lets you cherish those contributions you have all made. From the bottom of our hearts, we – and the schools and students whose lives you have touched – thank you.



**SUZY MITCHELL**  
HEAD OF PARTNERSHIPS  
SPRINGBOARD TRUST

**“To our volunteers - the amazing impact you have all had on schools in Aotearoa can never be overstated. You have made a difference for our tamariki, and should be incredibly proud of that.”**

# About Springboard Trust

At Springboard Trust, we transform schools together. Utilising a unique cross-sector model for educational leadership development in Aotearoa, we partner school leaders with expert volunteers from public, private and philanthropic sectors.

Our volunteer network is essential to creating positive impact in schools. These individuals – more than 200 every year – create high-trust, high-impact relationships with school leaders and develop transformational leadership with them.

Our volunteers get to give back to communities, and develop their own leadership skills in profound new ways.

## Our Volunteer Roles:

### Capacity Partners:

One-on-one mentors paired with principals in our Strategic Leadership for Principals Programme (SLPP), who also work as part of a cohort of five other pairings.

### Impact Coaches:

One-on-one coaches for our Strategic Leadership for Rural Teaching Principals Programme (SLRTP), developing leadership unique to the rural context.

### Facilitators:

Individuals bringing course content to life for a group of school leaders, working in SLPP, High Performing Leadership Teams (HPLT) and our Skills Workshops.

### Coaches:

One-on-one coaches for principals and school leaders in our Springboard Coaching for Leadership programme (SCL), providing in-depth development of their strengths and areas for growth .

### Critical Friends:

Individuals supporting a school leadership team to apply learning to their own context in Skills Workshops.

**Subject Matter Experts:** Experts in their field delivering one-off sessions or bespoke programmes to school leaders to help with a particular facet of their professional development.

## Volunteers in 2020: Numbers by Role

Capacity Partners (SLPP)	96
Impact Coaches (SLRTP)	11
Facilitators (SLPP)	16
Facilitators (HPLT)	46
Subject Matter Experts (SLRTP)	9
Critical Friends (Annual Planning Workshop)	65
Critical Friends (Kickstart Your Strategy)	10
Coaches (SCL)	64
School Innovation Services	31

In addition, volunteers contributed huge amounts of time to our responsive delivery, including our Leading Through A Crisis webinar series, Leading for Equity learning event and ongoing panel sessions with our Board Chair, Ian Narev.

# The Volunteer's Impact for School Leaders

Through our debrief interviews with school leaders across Springboard Trust's programmes and workshops, they had a lot to say about the amazing work of our volunteers:

**94.2%** Were satisfied or very satisfied with their volunteer relationship

**"My Capacity Partner is outstanding, she was completely supportive, challenging, excited and inspirational. I'm delighted to continue our professional relationship past the official Capacity Partner role in going forward!"**

**89%** Agree or strongly agree that their volunteer challenged their thinking and offered constructive feedback

**"The support and coaching I received from my partner was amazing - they challenged thinking but also provided support (frameworks/ideas) when I was getting a bit lost in the expectations around a workshop. He has been 100% supportive and a highlight of the programme."**

**93.8%** Were satisfied or very satisfied with the quality of time spent with their volunteer.

**"[Volunteer] was a fantastic partner to work with. She connected with me easily. Allowed me to talk and noted my thoughts and then directed them into something tangible."**

**82%** Say their volunteer coached them in a way that supported their learning and development.

**"[My volunteer] made me realise what type of leader I want to be with my team and I have found that in making those changes the communication with my team is so much better."**

**300+**  
Volunteer Engagements in 2020



# The Volunteer Experience

Two key themes in the volunteer experience were growth, and engagement/connection.

Volunteers said they had a positive experience with Springboard Trust because of the growth in the school leaders they worked with.

A typical volunteer-school leader relationship began with school leaders sharing their personal journey and the reality of their professional life. Volunteers would provide an outside perspective on this, and advise on their circumstances – giving the school leaders the frameworks to reflect and grow as an individual.

School leaders remarked on their growth not just at an individual level, but at the whole-of-school level too. Hearing about this widespread positive change (and its subsequent outcomes) was a key highlight of the volunteer experience.

**“Loved connecting with her, being able to support her and what she needs. Highlights are always when they get an insight on what’s going on for them and can identify those defaults that need to change. Those aha moments. Seeing her working out the solutions to her own questions, the insights she came to and hearing how these were followed through.”**

With respect to engagement and connection, volunteers remarked on the closeness of their relationship with the school leaders. The leaders’ active engagement made for a rewarding experience, and their connection created a truly trusting and supportive environment for professional development. In turn, this enhanced the rewarding feeling for volunteers.

Many volunteers we spoke to had ongoing connection with their school leaders, as well as others they had coached, well beyond the completion of a particular Springboard Trust programme.

**Highlights of the volunteer experience:**

- 94.2%** Agree they felt supported through the work they did with Springboard Trust
- 93.1%** say working with Springboard Trust contributed to their professional development
- 100%** Agree that they value using their professional skills in a new context.
- 100%** Agree that volunteering with Springboard Trust has positively impacted their own leadership skills and developed their own capabilities.

# Volunteer Insights into the Principal Experience

Through our analysis, we asked volunteers to reflect on the biggest changes in the school leaders they worked with.

These were positive in a wide number of ways, with two significant themes being consideration of others’ perspectives and changes in behaviour.

Consideration of others’ perspectives manifested in school leaders through self-awareness and reflection, as well as the resulting impacts of that reflection. Volunteers often noted that school leaders began considering a variety of perspectives in their work, especially if those perspectives contrasted with their own. As a result, volunteers saw more positive and meaningful engagement between school leaders and their teams.

Meanwhile, behavioural changes were noted regularly by volunteers. The exact shift depended on the leader themselves, but the underlying cause was the coaching work with volunteers throughout a Springboard Trust programme. The impetus behind this shift, volunteers add, is the leader’s desire for positive personal and professional growth.

**“I think she had really bright insights- she changed her behaviour after our first conversation. She was vulnerable and open to learning.”**

**“I think a lot of it is recognising and looking at his own behaviours that define him so developing a compassion for other people. Standing in the other people's shoes.”**



## School Innovation Services

School Innovation Services is a new mode of programme delivery for Springboard Trust, and an opportunity to give back to volunteers who have given so much to school leaders in Aotearoa.

This became particularly important for Springboard Trust in 2020, as many of our volunteer partners faced significant challenges of their own.

**This delivery sits outside our philanthropic funding**, and as such provides a very limited number of paid opportunities for some of our volunteers, referred to here as consultants. Highlights of the consultant experience in School Innovation Services included:

- Consultants significantly enjoyed these bespoke projects and provided feedback for future iterations.
- They had an overwhelmingly positive experience and did not feel the work being paid diminished their contributions.
- Consultants would not hesitate to contribute to School Innovation Services in the future.

## Conclusion

This report builds on both our mid-year volunteer survey and our 2020 Impact Report to highlight the full spectrum of the volunteer experience with Springboard Trust – and how that work is valued by principals.

Overwhelmingly, the experience has been positive for both volunteers and the school leaders they have worked with.

Volunteers have developed their own skills while giving back to schools and communities, and have found witnessing the positive changes the school leaders make as a result of their coaching through the programme an incredibly rewarding experience.

It's work that also ties in strongly to personal wellbeing, fulfilling aspects of the Mental Health Foundation's Five Ways to Wellbeing such as tukua (giving), me ako tonu (continued learning) and me whakawhanaunga (connection).

These impacts stand testament to our cross-sector model, and the incomparable value our volunteers bring to these leaders' professional development.

**To our volunteers again - you have shaped our education sector and created impact that flows to students, whānau and communities across Aotearoa – that's impact that simply doesn't happen without you. We thank you again for your contributions – and hope to see you for your next experience with us.**



## Method and Analysis

The impacts shared in this report are the result of mixed method data collection (and analysis) within the organisation. Volunteer responses to the 2020 End of Year Survey (n=78) and 2020 debrief interviews (n=58) were the primary source of data. Also included were questions specifically about volunteers that were answered by principals (n=364) in the 2020 End of Year Survey. For the qualitative data (interviews) reflexive thematic analysis was utilised, with a deductive and latent approach.

Deductive because existing concepts (interview questions) were used as a starting point, and latent because an underpinning concept within these were teased out (rather than just explicit themes within the existing concepts). The quantitative data (Likert-scale survey questions) was analysed using descriptive statistics.

