



# **Programme Impact Report 2018**

Better Together



**SPRINGBOARDTRUST**

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

## Our Values



### Make a Difference

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



### Passionate About Learning

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



### Better Together

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



### Bring our Best

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

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## Glossary

<b>ALS</b>	Alumni Services	<b>NPS</b>	Net Promoter Score
<b>ALN</b>	Alumni Learning Network	<b>NZCER</b>	New Zealand Council for Educational Research
<b>CoL</b>	Communities of Learning	<b>SLPP</b>	Strategic Leadership for Principals Programme
<b>CP</b>	Capacity Partner	<b>SLT</b>	Senior Leadership Team
<b>EM</b>	Engagement Manager	<b>TSP</b>	Teaching and School Practices
<b>HPL</b>	High Performing Leaders	<b>ToC</b>	Theory of Change
<b>HPLT</b>	High Performing Leadership Teams		

# Foreword: Better Together

Springboard Trust supports education leaders and their teams to lead strategically.

While our portfolio of programmes has continued to evolve over the last 12 years, our vision of equality and a great education for all students in Aotearoa remains at the forefront of our minds.

We are delighted to share evidence of our progress in pursuing this vision in this 2018 Programme Impact Report. In this report, we assess our 2018 programmes against our refreshed Theory of Change.

2018 was a significant year of growth for Springboard Trust. Our report reflects the impact we have achieved throughout the country.

This impact includes:

- **Strategic Leadership for Principals Programme:** We convened and facilitated 17 cohorts in our Strategic Leadership for Principals Programme (SLPP), supporting 98 Principals. This is the highest intake in our history including regional expansion to Hawke's Bay and Canterbury, and for the first time a national secondary school cohort.
- **Alumni Learning Services:** We developed and deepened our portfolio of alumni programmes with an emphasis on meeting the growing needs of our SLPP alumni, their teams and their communities. This includes our High Performing Leadership 360° service and High Performing Leadership Team programmes.
- **Kāhui Ako:** We provided change management expertise to 27 Kāhui Ako throughout New Zealand, impacting 184 schools and over 68,000 students.
- **Evaluation:** We developed a new Theory of Change which has clarified our vision and guided prioritisation. This Theory of Change will continue to evolve, and will underpin our vision, strategy and all our activities.

- **Team:** We have grown our team, appointing 10 new colleagues and thereby expanding our core team to 37 people, working nationally in seven regions.
- **Research:** We have scoped the establishment of an Educational Leadership Advisory Board (E-LAB) that will guide us with research and insights to gain a deeper understanding of effective educational leadership.
- **Sector:** We contributed to the Leadership Strategy for the Teaching Profession developed by the Education Council and were interviewed by the Tomorrow's Schools Independent Taskforce.

In celebration of delivering quality leadership programmes to over 330 school leaders across the country since 2007, we also hosted an event in August themed “**Better Together**” – one of our core organisational values and the real ‘essence’ of our cross-sector model. The combined impact of hundreds of people from diverse backgrounds collectively sharing knowledge, ideas, resources, and experiences is unique. We have documented many of their stories and experiences in this report.

Guiding our work in 2018 have been our overarching strategic goals:

1. Delivering an innovative portfolio of learning programmes and support services that anticipate and meet the evolving needs of school leaders and their teams
2. Developing a comprehensive evaluation framework so that we may better understand the short, medium and long-term outcomes of our activities, as well as determining our social impact within the communities that we operate
3. Creating a platform where we can bring passionate individuals together across the country to connect, share ideas and experiences so that they can learn from each other

## Our Strategic Partners



4. Strengthening our internal processes and capabilities so that we are better positioned to deliver our programmes and services effectively, and create a meaningful work environment for our team
5. Strengthening our partnerships across the sector and diversifying our funding sources so that we can ensure that we will be sustainable in the long term.

## Looking ahead

We are inspired by the growing appetite for engagement, learning, collaboration and development amongst school leaders and their teams. It is our aspiration to continue to expand our reach, and to be present in most regions in NZ by 2024. To achieve this, we will continue to work towards increasing our partnerships and developing a robust, sustainable funding model that supports our vision and embraces our collective approach.

In 2019 we will be re-aligning our organisational structure to be more customer-centric and regionally focused. We will expand into two additional regions: the Bay of Plenty and Wairarapa. Our focus remains on quality service in the delivery of an innovative portfolio of learning programmes and support services that both anticipates, and meets, school leaders' evolving needs. We will also finalise the establishment of the E-LAB, so it can start enriching our content design and delivery.

On behalf of our Trustees, all our principals, and the team, our sincere thanks to:

- Our strategic partners for their increased engagement and financial assistance namely: ASB, Eastland Community Trust, Hugh Green Foundation, Joyce Fisher Charitable Trust, NEXT Foundation, Rata Foundation and The Fletcher Trust & Aotearoa Foundation.

- Our growing cadre of corporate partners: Air New Zealand, Fletchers, Fonterra, IAG, KPMG, and Spark. Their skills volunteers have elevated our programme delivery to new heights!
- Our supporting partners Bendall and Cant, Fuji Xerox, J.N. Williams Memorial Trust and Russell McVeagh
- The regional organisations, the public sector and the many hundreds of skills volunteers who throughout the year have gifted thousands of hours of high-quality expertise and time
- All who have contributed to this report.



**IAN NAREV**  
CHAIRMAN



**LORRAINE MENTZ**  
CEO

“

**Collectively we are  
all Better Together.**

”

### Our Supporting Partners





## 2018 Highlights

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Against the backdrop of a sector undergoing significant change, 2018 has seen a significant expansion of our reach into new regions as well as a significant increase in the number of principals and schools participating in our programmes and services.

We have deepened our engagement with many alumni schools through our evolving portfolio of Alumni Services offerings in response to their needs and aspirations. We have also entered the terrain of school clusters via our Kāhui Ako change management contract with the Ministry of Education.

Expansion has resulted in the growth of our core programme team and an expanded regional footprint, with new regional funders and volunteer pools as we seek to partner with local communities in building out the network to serve and support our school leaders.

We have received overwhelmingly positive feedback from our principals and volunteers again this year and they have also provided constructive suggestions on how we can improve.

The leadership knowledge acquired by principals during the Strategic Leadership for Principals Programme (SLPP) has its most direct impact on their future leadership practices, especially setting and sharing direction, focusing on goals, supporting cultural engagement and developing leadership capabilities in others. Stakeholder engagement and measurement of impact were also identified by SLPP participants as important and challenging leadership practices.

Alumni principals have a range of support needs when seeking to create the conditions that will enable their teams to implement their plans and achieve their strategic goals. These needs vary according to their contexts as well as the leadership maturity of their entire team – there is no one-size-fits-all principal journey during the implementation phases of their strategic plans. Our portfolio of programmes and services is therefore highly diverse with strong uptake and positive feedback across the board.

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We are committed to a process of continuous improvement in everything we do including product and innovation, operational excellence, and communication and engagement. The 2018 evaluation process provided us with the following useful insights that will be further developed in future:



### **Our Theory of Change**

Our Theory of Change has been thoroughly transformed and needs ongoing validation of the short to medium-term outcomes to ensure that we will achieve the long-term objectives of Springboard Trust.



### **Pedagogical leadership**

A specific focus on pedagogical leadership is a significant addition to our programme content and will require us to access new domains and research, extend our evaluation framework and challenge our principals to develop the leadership practices that have the most direct impact on student learning.



### **Evaluating the outcomes**

We need to place more emphasis on evaluating the outcomes and impacts of end-to-end principal journeys. Our new longitudinal and comparative evaluation initiatives will allow us to integrate and assess the combined impacts of our programmes throughout the principals' leadership journeys with us over a number of years. They will help us to better target our support and identify more accurately, our impact on teaching and learning efficacy, and ultimately, on students' learning outcomes.



### **Establishing (E-LAB)**

We are establishing an Educational Leadership Advisory Board (E-LAB) involving thought leaders globally and nationally to help us access the latest research on pedagogical leadership. Together with a Principals' Panel - comprising school leaders from urban and rural, large and small, low and high decile schools. This will give us a unique sector-wide view of issues and opportunities facing leaders in New Zealand and will inform our Theory of Change and our innovation pipeline of products and services.



## Using segmentation

We will use segmentation to prioritise and allocate scarce resources to where they are most needed. This means, inter alia, developing alternative delivery models that are firstly, more appropriate for small schools with teaching principals and secondly, more diverse to provide a culturally responsive space for cohorts and school leaders who will flourish in this context.



## Integrated operating model

We will introduce a more integrated operating model in 2019 as part of our vision of supporting principals' leadership journeys more seamlessly. Our team members will support school leaders throughout their various programmes with us and provide more continuity as part of our high-trust engagement.



## Evolving processes

We will continue to evolve our processes and systems as we systematically and carefully expand our programmes and extend into new regions. This will require organisational agility, the continued growth of our team of programme managers and administrators and new investment in digital technology to facilitate our blended learning model and activate our growing network of alumni and volunteers.



## Community volunteers

We will continue to value and recognise that our community of volunteers remains a vital part of our delivery model. Feedback from principals this year has again highlighted the “magical” impact of cross-sector, one-on-one coaching on their leadership development. Our continuing expansion means that we need to pay careful attention to ensuring that every principal has access to this magic.

## Our Reach

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Students impacted\*

106,213

NPS score

89

SLPP principals

88

Alumni principals

Volunteer hours

4,962

Strategic partners

7

“

We are committed to a  
process of continuous  
improvement in  
everything we do.

”

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\*Approximate, based on MoE data as of March 2018

Northland

🪑 8,595  
🏠 33

Auckland

🪑 64,160  
🏠 122

Waikato

🪑 11,365  
🏠 39

Gisborne

🪑 6,108  
🏠 24

Tasman

🪑 1,387  
🏠 11

Hawkes Bay

🪑 8,635  
🏠 31

Wellington

🪑 3,869  
🏠 20

Canterbury

🪑 2,094  
🏠 7



Students impacted\*



Schools impacted\*



# Our Portfolio of Programmes and Services

We aim to provide principals and their teams with a seamless and personalised leadership development journey via the following programmes and services:

## Portfolio of programmes and services

Engagement type	Principal	Alumni principal	Alumni lead team	CoL/Kāhui Ako
<b>Learning programmes</b>	<ul style="list-style-type: none"> <li>Strategic Leadership for Principals Programme</li> </ul>	<ul style="list-style-type: none"> <li>High Performing Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>High Performing Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Leading @ the CoL Face</li> <li>CoL-laborative leadership</li> </ul>
<b>Services</b>		<ul style="list-style-type: none"> <li>High Performing Leaders (Senior)</li> <li>Strategic initiatives</li> <li>Implementation support</li> <li>Strategic road-mapping</li> <li>Strategy refresh</li> </ul>	<ul style="list-style-type: none"> <li>High Performing Leaders (Senior and Middle)</li> </ul>	<ul style="list-style-type: none"> <li>Change management services</li> </ul>
<b>Learning events</b>	<ul style="list-style-type: none"> <li>Learning network events</li> </ul>	<ul style="list-style-type: none"> <li>Learning network events</li> <li>Think tanks</li> <li>Master classes</li> <li>Leadership skills workshops</li> </ul>	<ul style="list-style-type: none"> <li>Learning network events</li> <li>Leadership skills workshops</li> </ul>	

# 1 The Strategic Leadership for Principals' Programme (SLPP)

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

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

17

SLPP cohorts

97

Schools

7%

Regions

32,008

Students Impacted

50%

of schools decile 1-5

“

Encourage distributed leadership as a means of creating the conditions for powerful, positive change.

”



## 2 Alumni Services (ALS)

Alumni principals of SLPP can access a range of bespoke Alumni Services, which are designed to help schools develop their distributed leadership capability and implement specific strategic initiatives from within their strategic plans.

In developing ALS programmes and services, we have sought to help school leaders create the conditions that enable the school to achieve its strategic goals.

111



Principals & school leaders

73



Schools

5



Regions

93



Projects

65%

Decile 1-5

33,423



Students impacted

“

Helping school leaders create the conditions that enable the school to achieve its strategic goals.

”



## 3 Kāhui Ako programme

The Ministry of Education established the Kāhui Ako programme in 2014 with the objective of clustering schools to focus on “shared student achievement challenges along the pathway from early childhood education to senior secondary school and beyond” and pursue the potential

benefits from shared expertise and collaborative effort. Clustering schools based on the secondary school they feed into may allow them to work together to enhance student transitions between schools and reduce or eliminate the historical learning deficits that typically occur.

165

Schools

62,105

Students impacted

6

Regions

22

Engagements

18

Active consultants

“

Clustering schools based on the secondary school they feed into may allow them to work together.

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## “Education is the waka for change, Leadership is the wind that fills its sails”

Southside Rise poets performed at our event celebrating  
10+ Years of Leadership in Education with a powerful spoken word piece:

### “Education is the waka for change Leadership is the wind that fills its sails”

But not every waka reaches its destination  
Currently the current is taking us back

#### To the voices slipping little notes across exercise books

What do they want from me?  
Do I belong here?  
What am I doing here?  
Why is it important?

#### I want to make a difference

But how can I make change, make a difference  
When the indifference is in me?  
There is a clear disconnection between your  
desks and mine

#### We are summoned to all these boxes

And asked to tick them but the quality of my life sits  
outside the system

#### I wanna be passionate about learning

Relevance  
Noun  
The quality or state of being closely connected  
I want to learn about the land wars in Aotearoa,  
the mau movement in Samoa  
The history and the causes for poverty and  
homelessness

#### I want to learn about the issues affecting my community

I want to learn how to keep my peace when it's being  
threatened  
I want to have the courage to say no  
I want to be empowered to speak up

#### I want to own the tools for unlocking my future

Hapaitia te ara tika pumau ai te  
rangatiratanga mo nga uri whakatipu  
It takes a village to raise a child  
A leader to connect a community  
But it will **take all of us** to rebuild a nation  
There will be no short cuts

#### This is a voyage

Not all of our heroes will wear capes  
Some of them will be strategising  
Some of them will sit next to me  
Some of them are in my family  
Mine carried the cross  
Mine shows up early at 7am to prepare her lessons  
Mine teaches math and is going bald

All of them **leaders**

All of them **brave**

Not perfect

**But present**

Connected

**Committed to transformation**

**Committed to change**

**Lead me**

**The way you lead yourself**

**Hopeful**

**Inclusive**

**Genuine**

**Engaged**

With the hopes of our ancestors  
And a vision of 100 years from now  
In the waka for change

#### Be the wind that fills its sails

So that this generation

**Reach our destination**

#### Writers:

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## Our sincere thanks

A special thank you to our Strategic 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.

### Our Strategic Partners



### Our Supporting Partners





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