

## **ADMINISTRATOR PROFILE 2020/2021**

### Alexander Mackenzie High School

The Alexander Mackenzie High School (AMHS) Administrator will demonstrate the following leadership qualities:

- ☐ honesty
- ☐ ability to delegate
- ☐ confidence
- ☐ good communication skills
- ☐ commitment
- ☐ creativity
- ☐ approachable

in order to successfully achieve the six objectives listed below

#### **1. SET DIRECTIONS**

by collaborating with staff, students, parents/guardians, and other stakeholders to:

- ☐ Establish an overall sense of purpose or vision for AMHS;
- ☐ Develop the school plan for continuous improvement and incorporate special consideration for the unique programs offered at AMHS, such as the Arts or the IB programs;
- ☐ Encourage staff to assume responsibility for achieving the school's vision and goals for all students including those who have traditionally struggled to be successful at school; and
- ☐ Develop and support a safe, creative, challenging and supportive environment that nurtures students and staff.

#### **2. BUILD RELATIONSHIPS AND DEVELOP PEOPLE**

by being readily available to:

- ☐ Listen to the ideas of staff, students, parents/guardians and other stakeholders, and be open to those ideas and genuinely consider their value;
- ☐ Encourage respect, care and personal regard for one another by promoting a positive attitude and respectful communications among staff, students, parents, and the community, as well as, recognizing the diversity of the school community and ensuring inclusivity for all;
- ☐ Work collaboratively with community partners including the City of Richmond Hill, Mackenzie Health Richmond Hill Hospital, the Richmond Hill Centre for the Performing Arts, the York Regional Police and others;
- ☐ Work collaboratively with feeder schools and community partners to encourage a successful transition to high school;
- ☐ Make and maintain positive relationships with after-hours permit holders;
- ☐ Develop/cultivate leadership by offering opportunities for growth;
- ☐ Cultivate a positive relationship with the Arts and IB administrators from other schools in York Region and with other educational experts;
- ☐ Adopt policies and expectations about discipline and behaviour that are clear, fair, and easy to understand; and
- ☐ Expect teachers to model good citizenship and positive behaviour.

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### **3. DEVELOP THE ORGANIZATION TO SUPPORT DESIRED PRACTICES**

by working to:

- Create a school environment in which parents/guardians are welcomed, respected and valued in their children's learning;
- Develop a timetable that supports student learning and at the same time fosters the continuation of the unique programs/practices at AMHS;
- Support, promote, and encourage the development of academic, social, and extra-curricular opportunities to support the unique programs at AMHS;
- Distribute resources in ways that are closely aligned with the school's improvement priorities;
- Create and maintain a school environment that is focused on student achievement and well-being;
- Ensure that the physical facility is maintained in a safe, healthy and attractive condition; and
- Ensure that issues such as bullying, vaping, drugs, racism are discouraged and dealt with appropriately and immediately.

### **4. IMPROVE THE INSTRUCTIONAL PROGRAM**

by endeavouring to:

- Recruit and select teachers who will further the school's vision and goals and support the programs unique to AMHS;
- Recruit and select teachers who will support the development of healthy student programs and the appropriate use of technology;
- Build and maintain a strong and outstanding Arts program and IB program while fully supporting all other curriculum-based programs (eg. Specialist High Skills Major, Co-operative education, English as a Second Language, academic/applied courses);
- Support experiential learning such as field trips; and
- Conduct systematic reviews of all programs with input from staff, students, the school council, and parents.

### **5. MANAGE THE FINANCIAL ASPECT OF THE SCHOOL**

by having the ability to:

- Understand the budget and the staffing process;
- Involve appropriate stakeholders in decision making (staff, school council, students, and the community); and
- Organize and administer the school budget process, in consultation with the staff, school council, students and the community where appropriate.

### **6. SECURE ACCOUNTABILITY**

by examining feedback and trends in student data to:

- Assess their own contributions;
- Measure and monitor progress in student learning and school improvement as well as implement strategies/supports to improve and enhance student success;
- Identify a need for change and conduct a gap analysis;
- Take risks and deal with emerging issues proactively;
- Identify problems, key personnel and generate possible solutions; and
- Provide an accurate, timely, and transparent account of the school's performance to the staff, students, parents/guardians, community, Board and Ministry.