

ADMINISTRATOR PROFILE 2022/2023

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
- equitable and inclusive

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.