



Leadership change provides opportunity for systemic advancements

Leadership within the High School is drastically changing for the 2023-2024 school year: the positions of Head of School, High School Principal and Director of Student Life are all undergoing turnover, the former two of which are being assumed by people who are new to our post-COVID-19 community.

In the past few years, the school has experienced change concerning faculty turnover and programs like the Diversity, Equity and Inclusion program. In addition, the 2022 Ofsted report and attention from various media outlets have left the school in a transitory position.

As such, the community has suffered from a lack of guiding principles and sense of continuity. This has resulted in an absence of long-term goals within the school as interim positions create a sense of short-term survival. Now is the opportunity for us to build upon our ATLs and craft new objectives for the school, particularly with the help of students as most have walked the school hallways longer than those in positions of leadership.

A shift in leadership lends itself to establishing a fresh vision for the future while building upon past successes. The upcoming school year is an opening for the community to consolidate its values while remembering its foundations.

Building community

In the midst of this leadership turnover, students and teachers must connect and set goals for our school community. While visualizing the future, we should keep our school values at the forefront of the process, viewing the turnover in leadership as an opportunity for collective growth.

As we welcome the incoming leaders and navigate our individual roles within the school community, we must allow for connections to form by enforcing our founding values and prioritizing collaboration. This will be crucial for building a strong foundation between students and faculty.

Student-led programs

Our High School community has a wide range of interests from social justice to art to coding. The upcoming change in leadership not only enables us to cultivate stronger connections, it provides an opportunity for expanding programs that match students' interests.

Students should be at the forefront of changing programs and have the opportunity to provide input on the way that they are evolving.

Classes such as Peer Leadership, Human Rights Seminar and Advanced Independent Research Colloquium have garnered many incoming Grade 11 and 12 students' interest, particularly in the

past few years. Therefore, it is the Administration's responsibility to encourage experiential learning and open up pathways for students to gain alternative learning opportunities.

By evaluating the school's current offerings, the new leadership team can identify areas of strength and weakness in these programs and develop plans to build on what is already working. However, this can only be achieved by utilizing student feedback to address areas in need of improvement.

In addition, the DEI program has greatly evolved in the last three years, but minimal student feedback has been included. For instance, The Standard wrote an editorial entitled "DEI requires more student input" December 2021, calling attention to the lack of student feedback being incorporated into the program. Still, no tangible improvement is evident.

It is essential that students collaborate with the new leadership to make changes to the curriculum and school programs that will better fit the needs of our community. The Administration should be embracing the student input they have received from The Standard's editorials and the Social Justice Council's Open Letter into changes that are being made for the upcoming school year regarding inclusivity.

Our publication

Simultaneously, our editorial board has just undergone its annual turnover with an unusually high number of 12 new editors, marking a transitional period within both the High School's leadership and that of The Standard.

As an editorial board, we hope to reconnect with the student body and strengthen the voice of our publication alongside the beginning of a more stable period without lockdowns, temporary leadership and other divisions.

As the school's communal news outlet, it is our responsibility to accurately report on timely events and topics. To achieve this, our staff intends to prioritize coverage of stories that most significantly impact our community while incorporating student feedback into the publication.

Moving forward

The Administration should utilize student feedback more heavily in the upcoming school year. Concurrently, the student body should take this as an opportunity to be proactive and create change rather than assuming a passive role. As a community, we need to articulate our goals for the school and work in tandem with new leadership to establish and solidify school programs.

Ultimately, as leadership across the school shifts, the community must adapt appropriately to the upcoming changes while keeping in touch with its long-standing values.

“We must allow for connections to form by enforcing our founding values.”

the Standard

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Mission Statement

The Standard staff and adviser are dedicated to creating a collaborative, open forum that cultivates productive dialogue within the school community by publishing exemplary student news media according to the strictest standards of journalistic integrity.

Content

The Standard covers news related, but not limited, to the school community. Issues-driven coverage that aims to explore ideas, themes, concepts, trends and recent developments beyond the campus that are relevant to members of the community is also included.

Editorials

Articles published without a byline represent the majority opinion of the editorial board. They are unsigned.

Commentaries & Reviews

Articles with these bylines are opinions articles. They represent the view of the writer only and not necessarily the staff of The Standard or any other individual or group in the community.

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Distribution

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