

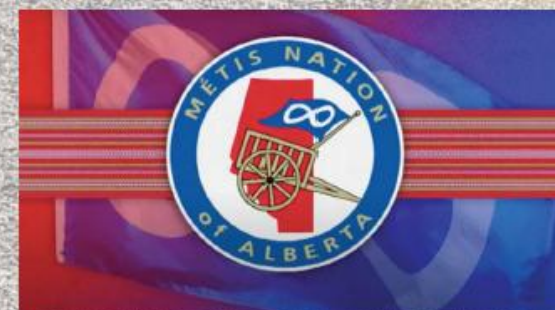
COLLECTIVE TEACHER EFFICACY:
LEADING SYSTEM-WIDE
TRANSFORMATION TO ADDRESS
STAFF WELL-BEING AND
CLASSROOM COMPLEXITY

ADRIANA KLASSEN, EDD

LAND ACKNOWLEDGEMENT

In the spirit of respect and truth, Westmount Charter School acknowledges we are on Treaty 7 territory, the ancestral territories of the Blackfoot Confederacy, which includes the Siksika, Piikani, and Kainai First Nations, as well as the Tsuut'ina First Nation, and the Îyârhé Nakoda, which includes the Chiniki, Bearspaw, and Wesley First Nations. This is also homeland to the historic Northwest Métis and to the Otipemisiwak Métis Government, Nose Hill Métis District 5, and Elbow Métis District 6.

Here at Westmount, we strive to learn on this land, as we walk and grow together "in a good way". We pay our respects to the Indigenous peoples, cultures, traditions, and leaders, past, present and emerging. We make these acknowledgements as we journey in gratitude and reconciliation as our commitment to all those on whose territory our school resides.



ABOUT ME

Calgary Catholic School District - 17 years (2006-2023)

- Elementary and Junior High Teacher (Humanities)
- Assistant Principal - 5 years (K-9 Schools)
- Vice Principal - 6 years (K-12 schools)

Wesmount Charter School - 2 years + (2023-present)

- Principal of EC Campus - 2 years
- Superintendent - since June 13, 2025

Education

- Bachelor of Arts in Anthropology, Bachelor of Education, Master of Arts in Gifted Education - U of C
- REAP - St. Mary's University College
- Doctor of Education in Educational Leadership - Western University

Wellness/Reflection Time - Enjoying running and exploring the outdoors with my dogs.





SESSION FOCUS & GOAL

Focus: Foster collaboration, well-being, and classroom impact through collective teacher efficacy.

Goal: Explore research-based strategies to reduce workload, build trust, and support system-wide transformation.

ALIGNED TO SLQS & LQS COMPETENCIES



SLQS :
Building Effective
Relationships

Leading Learning



LQS :
Fostering Effective
Relationships

Providing Instructional
Leadership

REFLECTION - EXPLORING COLLECTIVE TEACHER EFFICACY IN ACTION

Reflect on the past year: Can you recall a moment when your staff truly came together, for example, to navigate change, support diverse learner needs, or manage rising workloads?

Turn to a partner and share: What made that collaboration or collective effort possible?

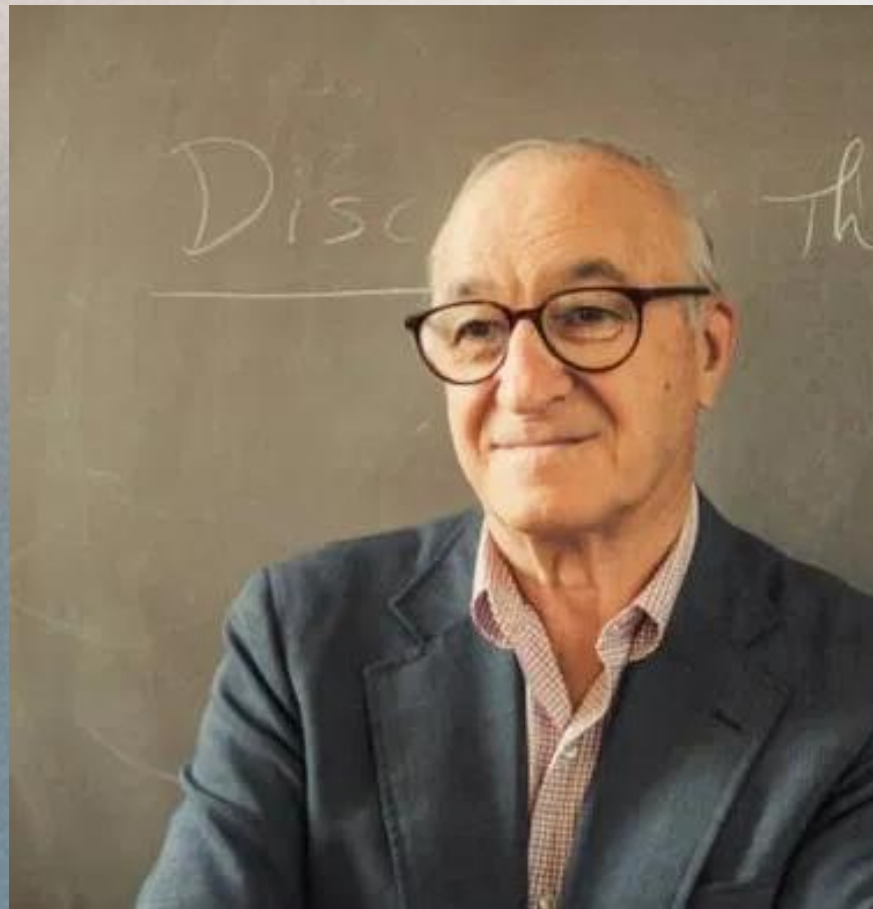


MOMENTS OF COMING TOGETHER =
ESSENCE OF COLLECTIVE TEACHER EFFICACY



COLLECTIVE EFFICACY

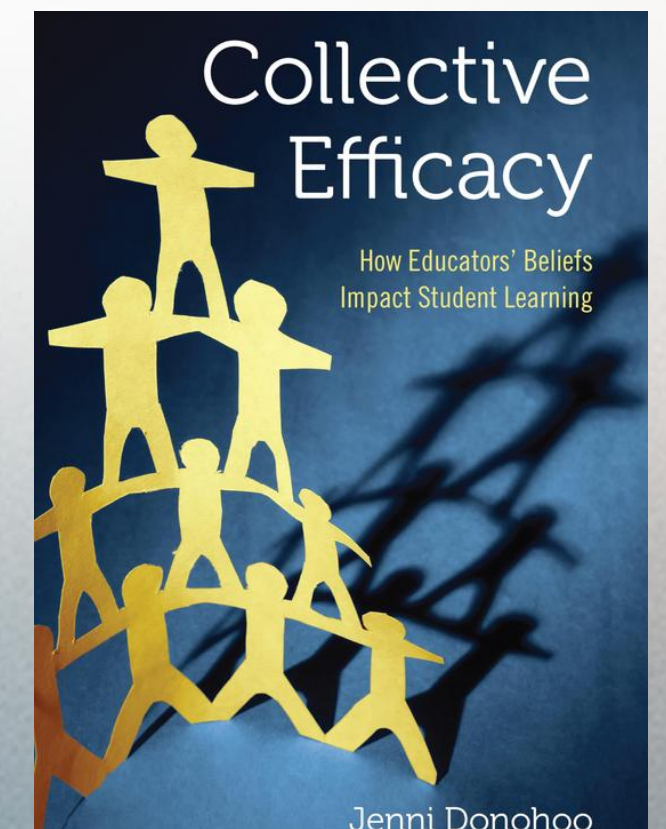
Group's shared belief in its combined ability to organize and carry out the necessary actions to achieve specific levels of success (Bandura, 1997).



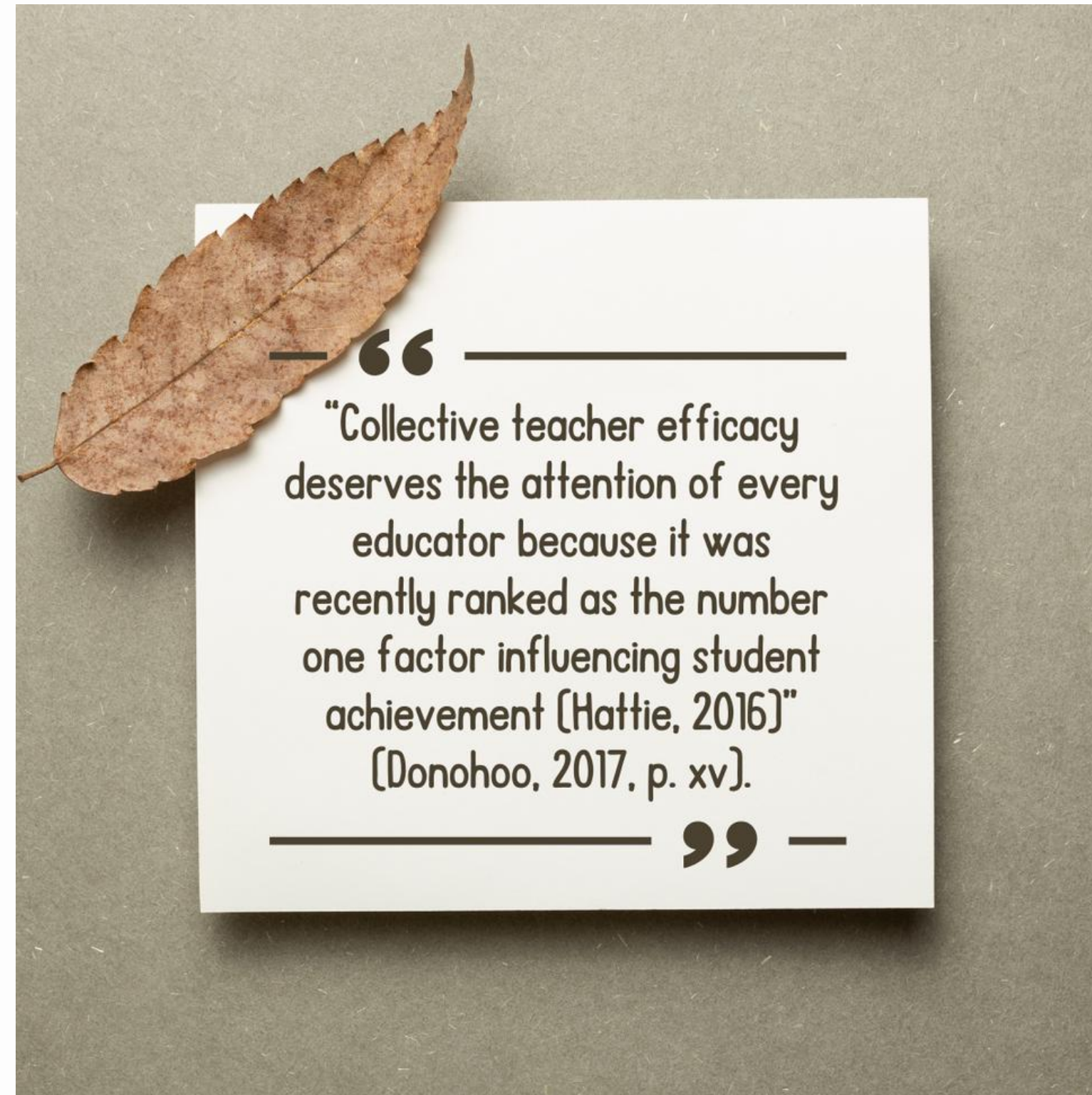
COLLECTIVE TEACHER EFFICACY

Donohoo (2018) highlights the value of Collective Teacher Efficacy (CTE) and its impact on student learning.

When educators share a strong belief in their collective ability to influence student outcomes, despite the complexities and challenges of today's schools, research shows that these beliefs can have profound effects on student achievement.



WHY COLLECTIVE TEACHER EFFICACY



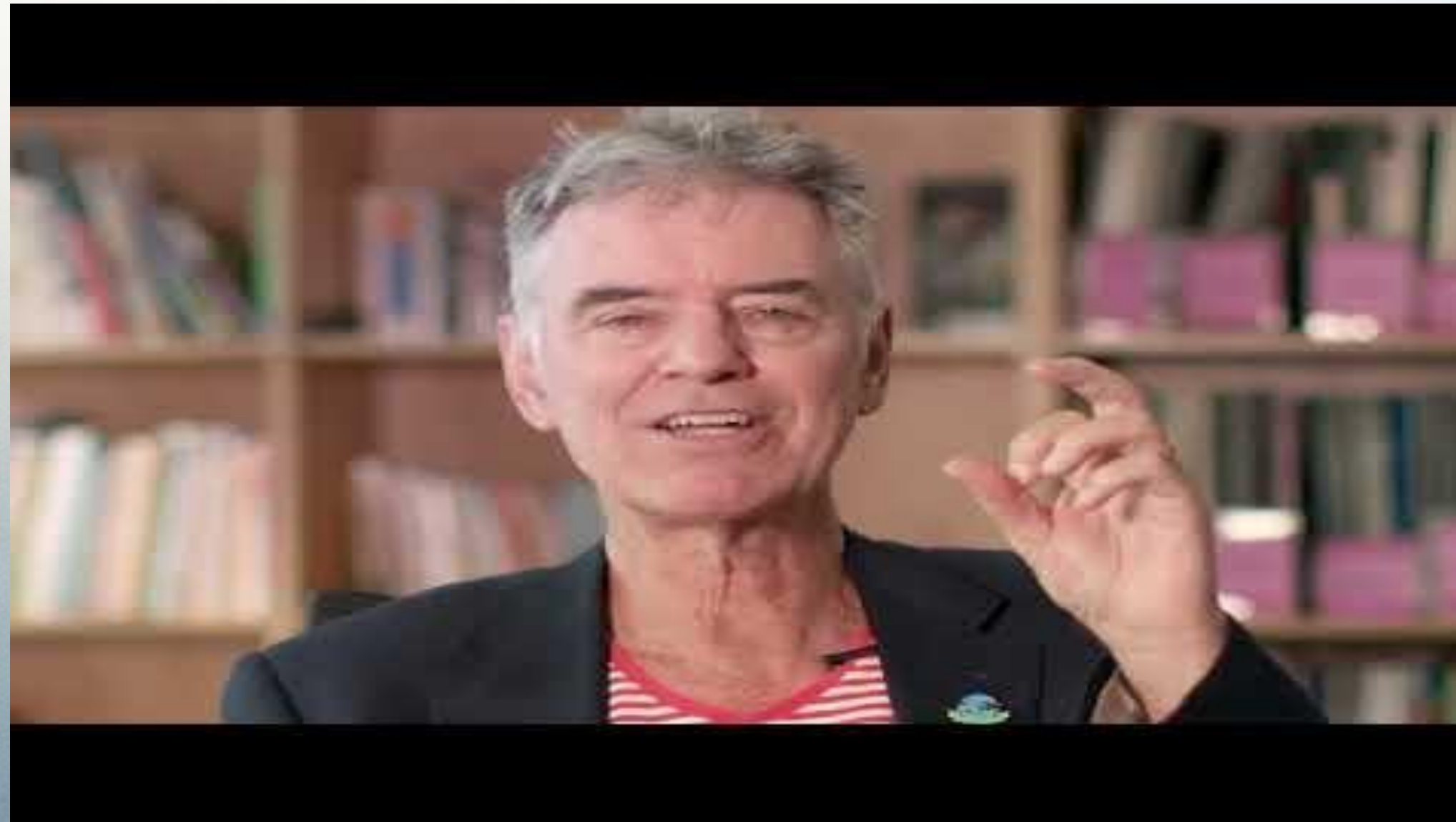
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“Collective teacher efficacy
deserves the attention of every
educator because it was
recently ranked as the number
one factor influencing student
achievement (Hattie, 2016)”
(Donohoo, 2017, p. xv).

— ” —



WHY COLLECTIVE TEACHER EFFICACY



REFLECT

John Hattie concludes the video by saying, 'I cause learning.'

Take a moment to reflect on what this means in your own context.

- Can you identify an example where a teacher's deliberate actions directly influenced student learning?
- How did collaboration, shared expectations, or collective belief among staff amplify that impact?
- What does this suggest about the power of Collective Teacher Efficacy (CTE) in driving meaningful outcomes for students?

HOW CTE CONNECTION TO WELL-BEING & INSTRUCTIONAL IMPROVEMENT

- Fosters collaboration and trust
- Helps manage work intensification
- Encourages innovation and reflective practices
- Enhances confidence in navigating classroom complexities



HOW CTE ADDRESSES CLASSROOM COMPLEXITY

Classroom Complexity Incudes:	CTE Support this by:
Diverse learner needs (<i>neurodiversity, 2e, trauma-affected students, varied readiness</i>)	Creating shared responsibility - complex classrooms cannot be managed in isolation
Increasing workload and competing initiatives	Lowering teacher burnout - shared support and confidence strengthen teachers' capacity to handle classroom challenges
Behavioural and emotional regulation challenges	Collaborative approaches enhance instructional problem-solving beyond individual coping strategies.
Higher expectations for differentiation, inclusion, and well-being	Strengthening adaptive capacity - embracing collective sense-making and spirit work to navigate complexity (<i>which Michael Fullan & Mark Edwards emphasize in their book Spirit Work and the Science of Collaboration</i>)
Demands for innovation and accountability	Promoting consistency across classrooms - students experience cohesive support

CURRENT CONTEXT

Classroom Complexity

Work Intensification

Teacher Burnout / Well-being

STARK REALITIES: ALBERTA TEACHERS' WORKING CONDITIONS



The Alberta
Teachers' Association

Stark realities | Alberta Teachers' Association

PARACHUTE offers pan-Canadian context for Alberta teachers' degrading working conditions

 teachers.ab.ca

- Workload & Stress
 - 90% report unmanageable workloads (since 2019)
 - 92% work 45-48+ hours/week
 - 87% struggle with daily work-related stress
- Classroom Complexity
 - Rising student diversity and high-needs students
 - Large class sizes
- Workplace Violence
 - 55% experienced verbal/physical aggression from students, parents, or staff
 - Nearly 80% of incidents received no formal response
- Support Needs & Solutions
 - Class-size reductions (75%)
 - More support staff (71%)
 - Provisions for managing complex classrooms (66%)
 - Increased preparation time (65%)
- Takeaway: Alberta teachers face extreme pressures that threaten well-being, classroom effectiveness, and retention, highlighting the urgent need for systemic support and collaborative solutions.

FEBRUARY 18, 2025

<https://teachers.ab.ca/news/stark-realities>

Research confirms Alberta teachers are experiencing high workload, stress

Phil McRae, ATA Associate
Coordinator, Research

Lisa Everitt, ATA Executive
Staff Officer

Recently released results from the 2024 Teaching and Learning International Survey (TALIS) confirm what teachers are saying: the profession in Alberta is under pressure.

The results from the most recent iteration of the TALIS show that Alberta teachers are experiencing the highest levels of occupational stress out of the 50 participating countries. Forty-two per cent of Alberta teachers report experiencing high levels of work-related stress, with the global average at just 19 per cent. Alberta teachers also rank near the top in the world for highest weekly work hours. The data show that Alberta teachers work 47 hours per week, which is behind only Japan, New Zealand and Singapore and is, on average, five hours more per week than all other countries.

TALIS results also show that teachers are needing to spend an increasing amount of instructional time addressing behavioural issues in the classroom. Other data from the study signal that teachers in the province have experienced a sharp decline in how they feel valued by policymakers. Only 13 per cent of Alberta respondents felt their views are respected by the government.

Further analysis of the TALIS report will be shared with members of the Alberta Teachers' Association and policymakers over the coming weeks to paint a picture of what teachers are experiencing in Alberta. ■

TALIS is the largest international educator survey in the world, surveying over 280,000 teachers and school leaders across 55 education systems. Alberta is the only Canadian jurisdiction that participated in TALIS 2024, and Alberta's results reflect a sampling of 1,800 participants. TALIS 2024 noted lower participation rates in Alberta this year, so the results must be interpreted with this in mind.

REFLECT AND SHARE - CURRENT CONTEXT



- Reflect: How do you see these challenges in your own context?
- Share with a partner: Identify one shared challenge and one effective practice that supports staff well-being in your setting.
- Network: Find someone from a different district and share one approach your team has used to address staff workload.

CASE STUDY: WESTMOUNT CHARTER SCHOOL



Issue

Increasing work intensification and rising complexity

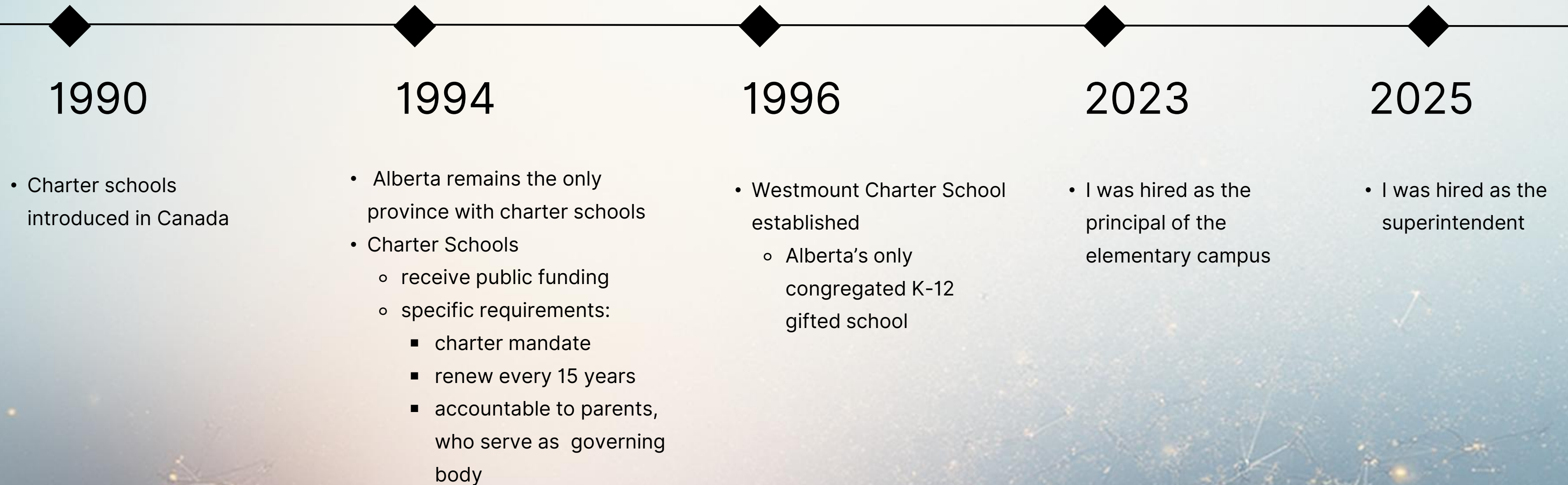
Leadership Team Focus

Mitigate these challenges through intentional leadership grounded in my core values:

- Connection – strengthening relationships and support
- Communication – fostering transparency and trust
- Collaboration – building collective efficacy

Promote CTE to enhance staff well-being and reduce work intensification, aiming to improve student learning outcomes.

ORGANIZATIONAL CONTEXT



HISTORICAL OVERVIEW

Teaching: one of the most stress-inducing occupations

- exacerbated teacher workload and stress levels
- concerns about teachers' well-being

- classroom complexity
 - students' academic, behavioural, social, and emotional well-being
- new curriculum implementation
- increased workload
- importance placed on the quality of teachers

Pre-Covid-19

Covid-19

Post-Covid-19

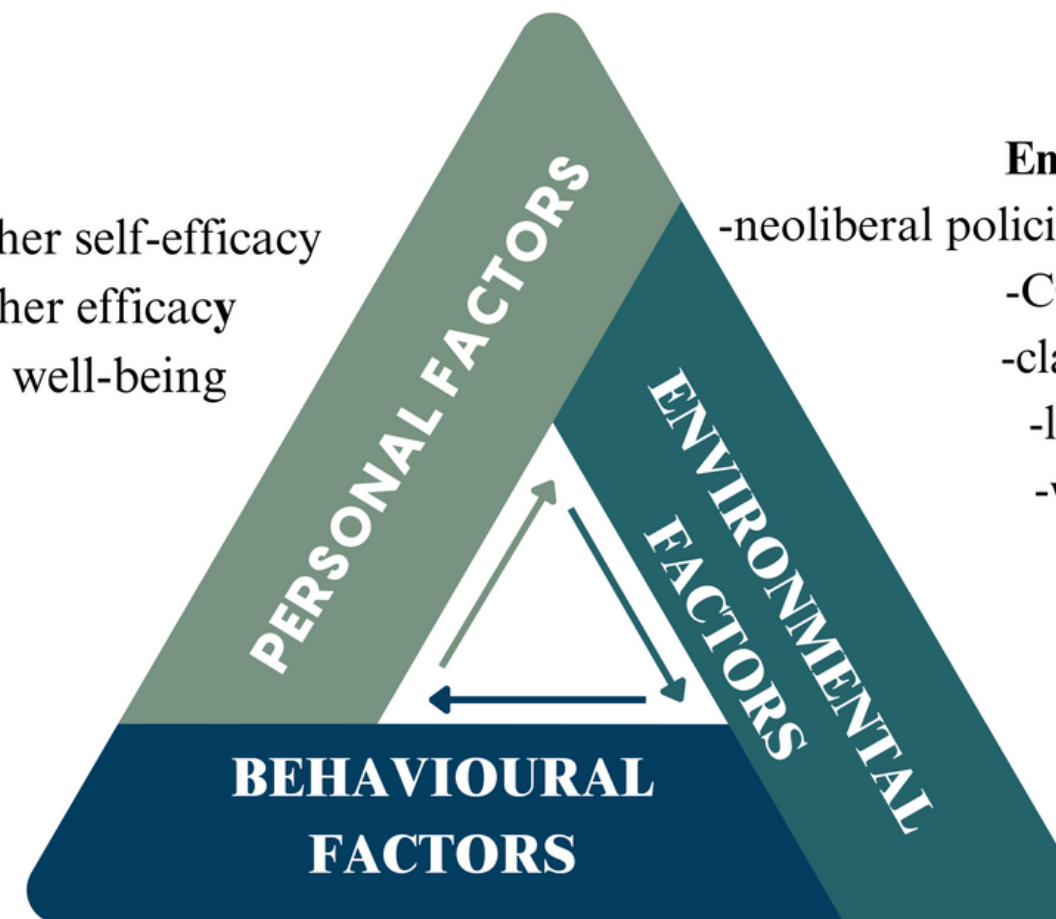
GUIDING FRAMEWORK - BANDURA'S TRIADIC RECIPROCAL CAUSATION

Personal Factors

- beliefs about teacher self-efficacy and collective teacher efficacy
- teacher stress and well-being

Environmental Factors

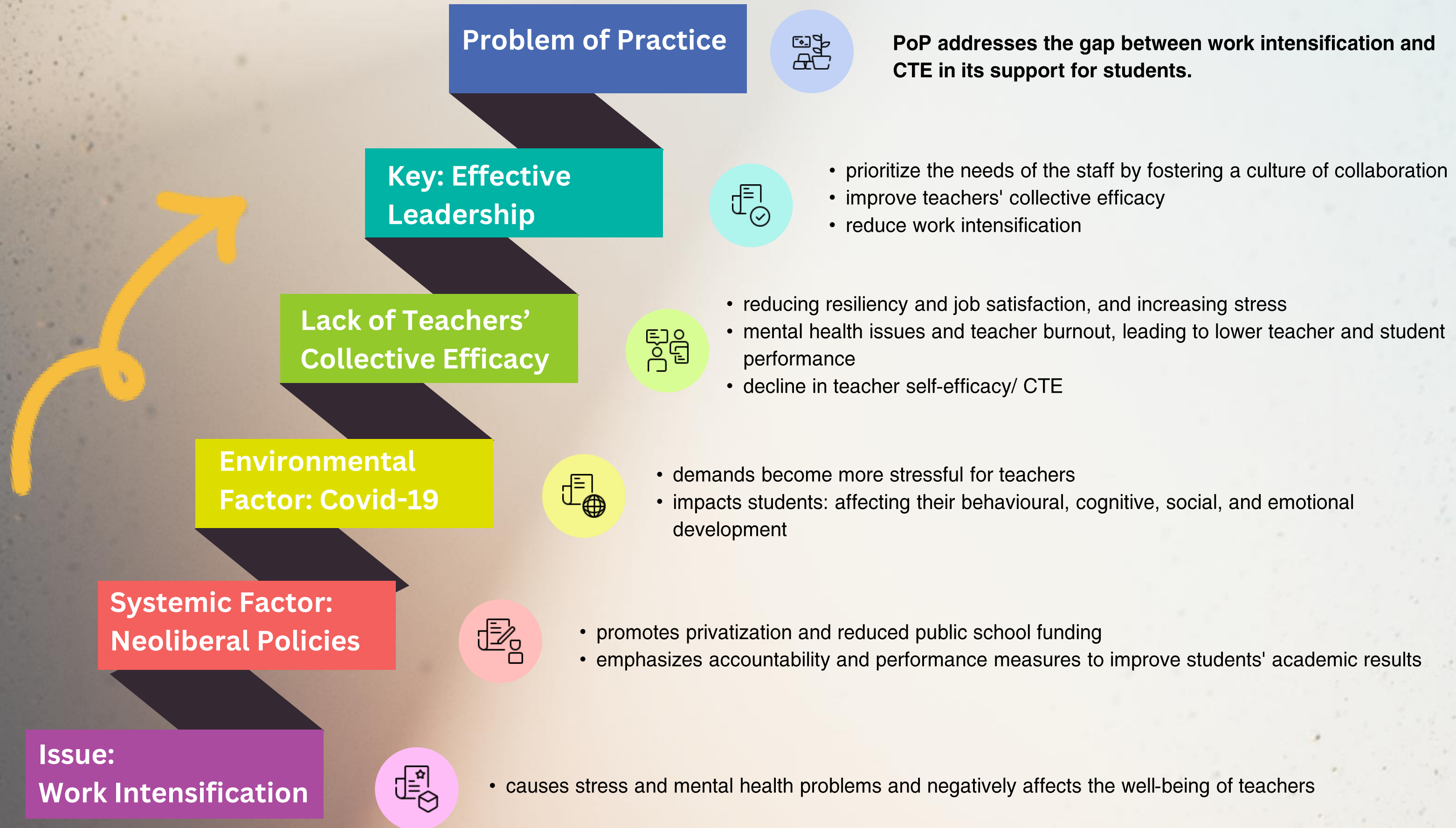
- neoliberal policies (new curriculum)
- COVID-19 pandemic
- classroom complexity
- leadership approach
- work intensification
- school culture



Behavioural Factors

- teacher performance

PROBLEM OF PRACTICE

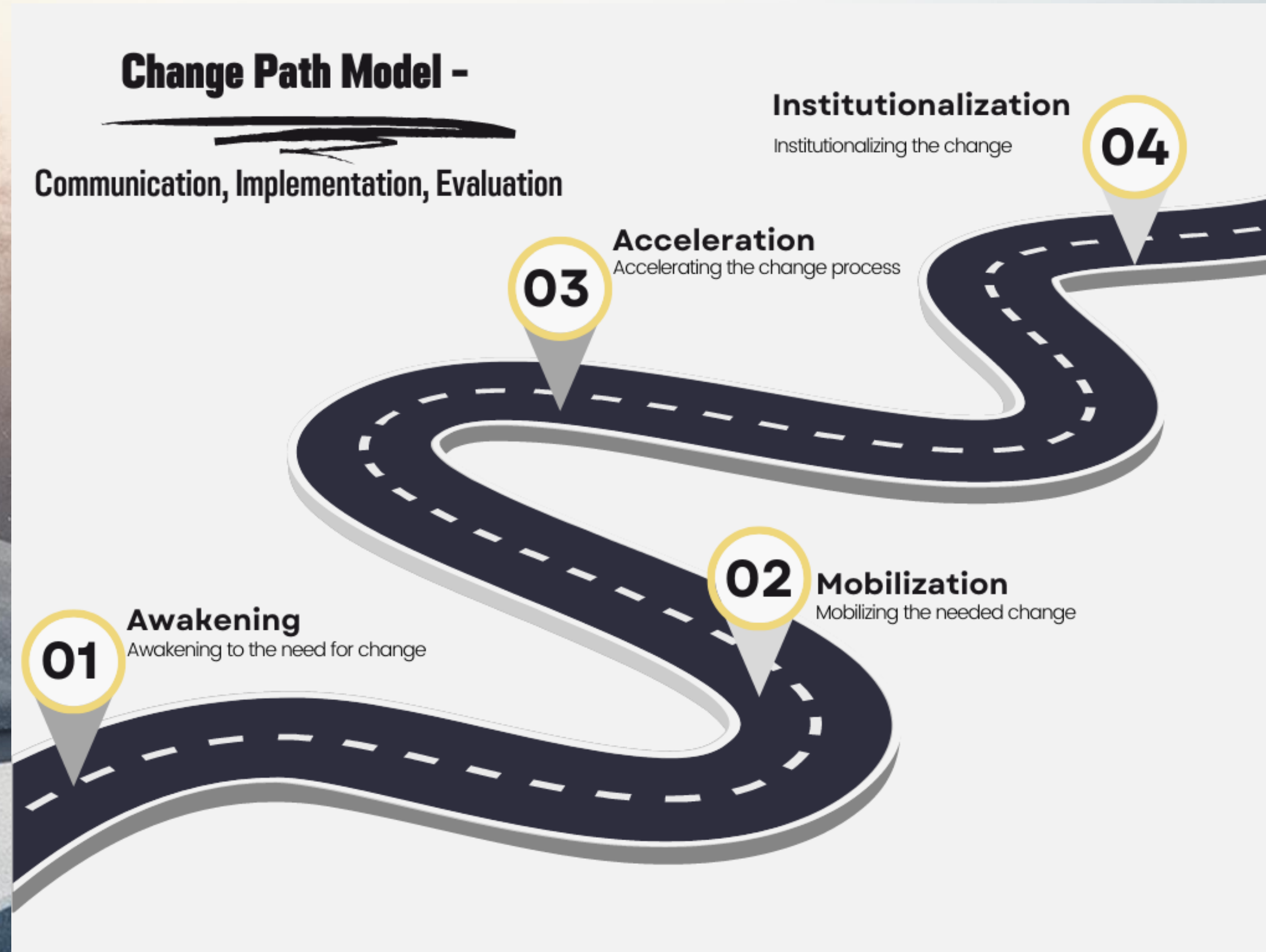


**PREFERRED
SOLUTION TO
THE POP**



*Creating a collaborative culture that
encourages reflective practice in
professional learning*

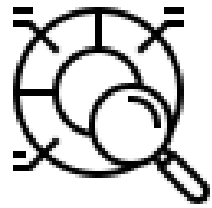
GUIDING FRAMEWORK - CHANGE PATH MODEL



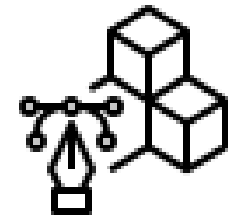
Change Implementation Plan

Steps		Year 1	Year 2	Year 3
Step 1: Awakening	Goals & Priorities	Build culture of trust		
		Understand factors that contribute to teachers' work intensification		
	Organizational Practices & Actions	Communicate need for change		
		Collect data to understand cause of work intensification and impact of collective teacher efficacy		
	Stakeholder Roles & Responsibilities	Guided by servant leadership approach: develop trustworthy relationships with teachers, foster collaborative environment		
Step 2: Mobilization		Adopt generative leadership: engage in conversations, reflections, collaboration		
	Goals & Priorities		Determine changes needed to support teachers efficacy	
			Communicate and develop shared vision for change	
	Organizational Practices & Actions		Apply gap analysis using Nadler and Tushman's congruence model	
	Stakeholder Roles & Responsibilities		Adopt instructional leadership and work with elementary leadership team; provide time for teachers to collaborate, learn, and reflect	
Step 3: Acceleration	Goals & Priorities		Plan for action on reducing teachers' high workload and developing their efficacy	
			Engage and empower teachers in collaboratively implementing change	
	Organizational Practices & Actions		Provide teachers with resources and time to collaborate and reflect during non-instructional days	
			Change teachers' growth plan process, guided by generative dialogue.	
	Stakeholder Roles & Responsibilities		Working with elementary leadership team, adopt culturally responsive school leadership: provide teachers with resources and time to collaborate and grow in their efficacy and ethical responsibilities	
			Celebrate teachers' achievements and small wins during staff meetings	
Step 4: Institutionalization	Goals & Priorities		Bring alive shared vision of change: developing collective teacher efficacy	
			Monitor progress and adjust as needed	
	Organizational Practices & Actions		Guided by servant and supported by instructional, generative, culturally responsive school leadership approaches: foster a culture of reflective practice while enhancing teachers' professional learning and build collective teacher efficacy	
			Monitor and evaluate change using Plan-Do-Study-Act (PDSA) cycle	
	Stakeholder Roles & Responsibilities		Teachers actively engage in the change process	

LEADERSHIP ACTION IN PRACTICE



Reduce Workload



Build Collaborative Structures



Practice Adaptive Leadership

Effective leadership balances workload management, collaborative culture, and adaptive strategies to empower teachers and maximize student outcomes.



WESTMOUNT

CHARTER SCHOOL

VISION

Fostering Gifted Education from the Inside Out

MISSION

- To provide students who are gifted an authentic education experience that:
 - Supports need, ability and potential
 - Provides opportunities for inner growth
 - Develops genuine relationships
 - Is facilitated by empathetic, passionate, creative educators whose ethical practice develops lifelong learners



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

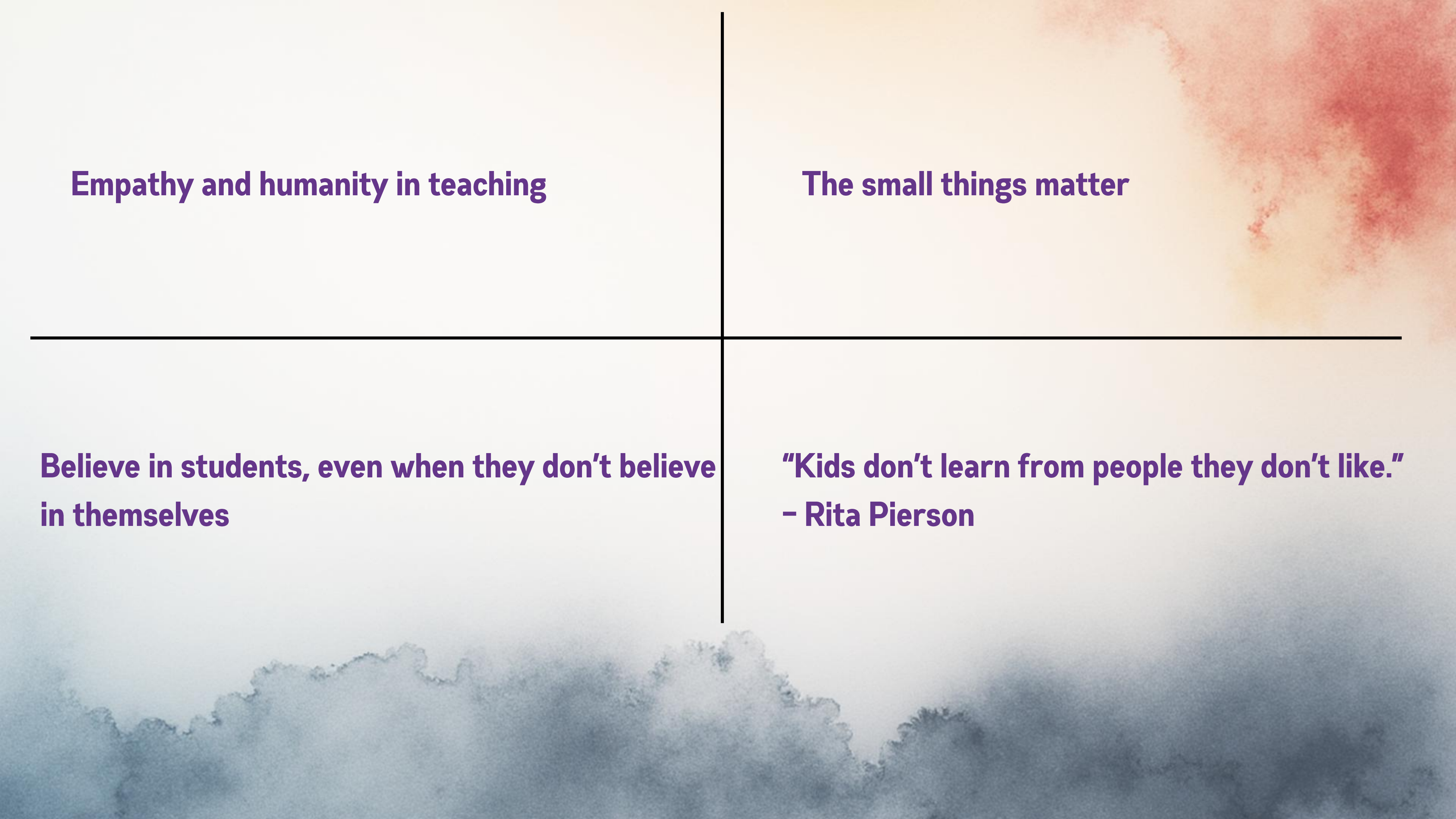


Every child deserves a champion

Strong relationships are foundational to learning

Connection over content

Positive relationships build resilience



Empathy and humanity in teaching

The small things matter

**Believe in students, even when they don't believe
in themselves**

**"Kids don't learn from people they don't like."
– Rita Pierson**



REFLECT & SHARE - SCENARIO DISCUSSION

District feedback highlights growing pressures across the system:

- Teachers report rising stress and workload due to increasing demands, curriculum and assessment changes, and the complexity of managing diverse classroom needs.
- Parents express concern that their children are not receiving sufficient individualized support.
- Student engagement data shows declining participation in enrichment programs and extracurricular activities.

As a system education leader, you recognize that these challenges are interconnected - reflecting system strain that affects staff well-being, work intensification, classroom complexity, and student experience.

Discussion Prompts:

- Which of these challenges are most urgent in your context, and why?
- How might fostering collective teacher efficacy help reduce work intensification and support staff well-being?
- What leadership actions could strengthen collaboration and improve classroom experiences despite rising demands?
- How can you prioritize interventions that balance teacher support with student outcomes?

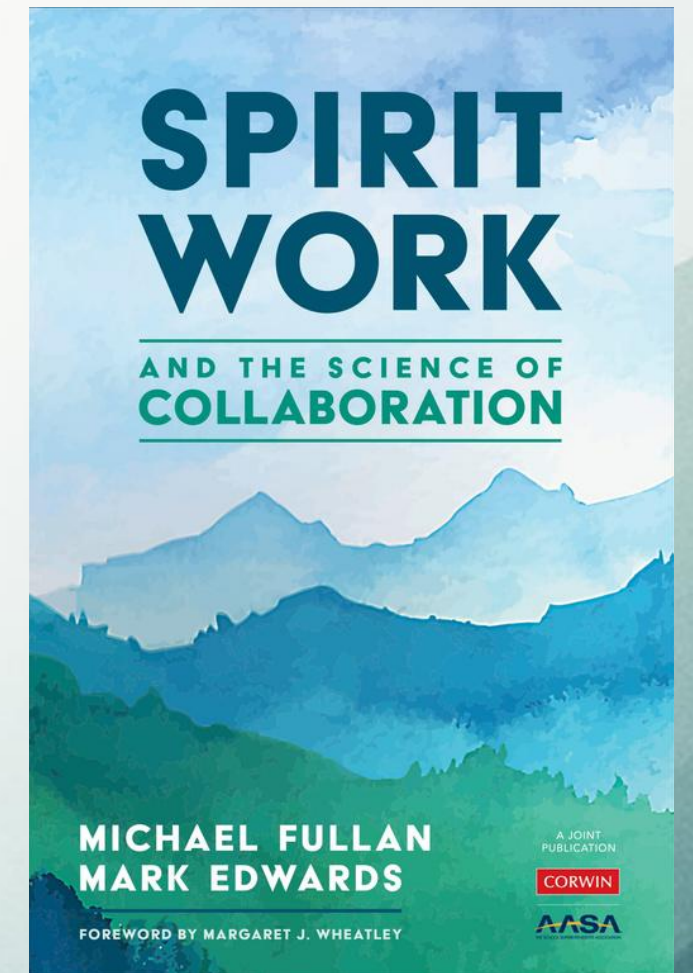
Approach:

1. In your table group, discuss all four prompts.
2. Assign a recorder to note one key insight or strategy.
3. Share highlights with the whole room.

WCS SCHOOL LEADERSHIP PROFESSIONAL LEARNING

“Spirit Work and the Science of Collaboration” by Michael Fullan and Mark Edwards

- Monthly Book Study: Designed for leadership team members.
- Structured Approach: Each month focuses on specific chapters, providing key insights, discussion prompts, and actionable steps.
- Concept: Spirit Work is about leading with purpose, passion, and moral responsibility; fostering meaningful collaboration; building collective capacity, and driving positive school improvement through values-driven leadership.



CHARTER LEADERSHIP NETWORK PROFESSIONAL LEARNING – Pruning Principle

- Deliberate focus:
 - Cutting back with intention is key to sustaining long-term vitality and impact.
- Achieving more by doing less:
 - Instead of adding new initiatives, review current practices and eliminate those that no longer align with core priorities.
- Purposeful refinement:
 - This approach enhances clarity, lightens staff workload, and fosters meaningful, sustainable progress toward school goals.



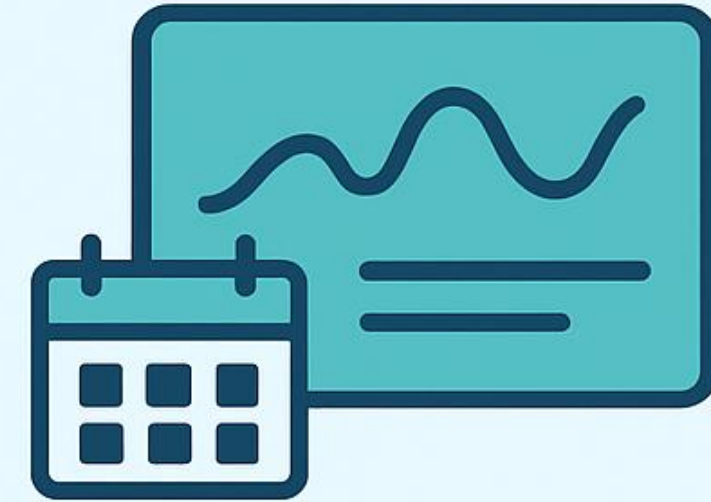
Collaborative Workload Mapping



Facilitate staff sessions to identify “peaks and valleys” of workload across the school year



Co-design strategies to balance responsibilities (e.g., adjusting timelines, redistributing tasks)



Use visual mapping tools (e.g. shared calendars, digital dashboards) to make workload visible and transparent

HR / Legal Alignment



Review staff responsibilities and assignments with HR/legal to ensure compliance with contracts and fair workload distribution



Establish clear guidelines for role clarity and scope of duties



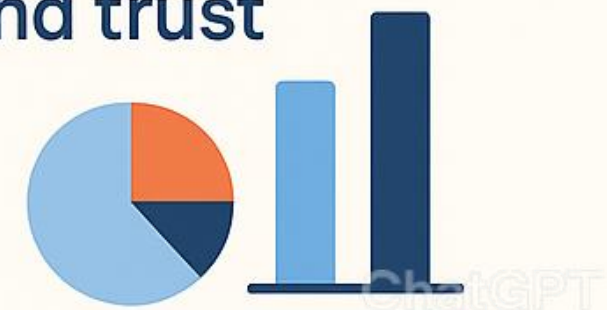
Create proactive protocols for addressing workload concerns before they escalate into grievances

PRACTICAL TOOLS

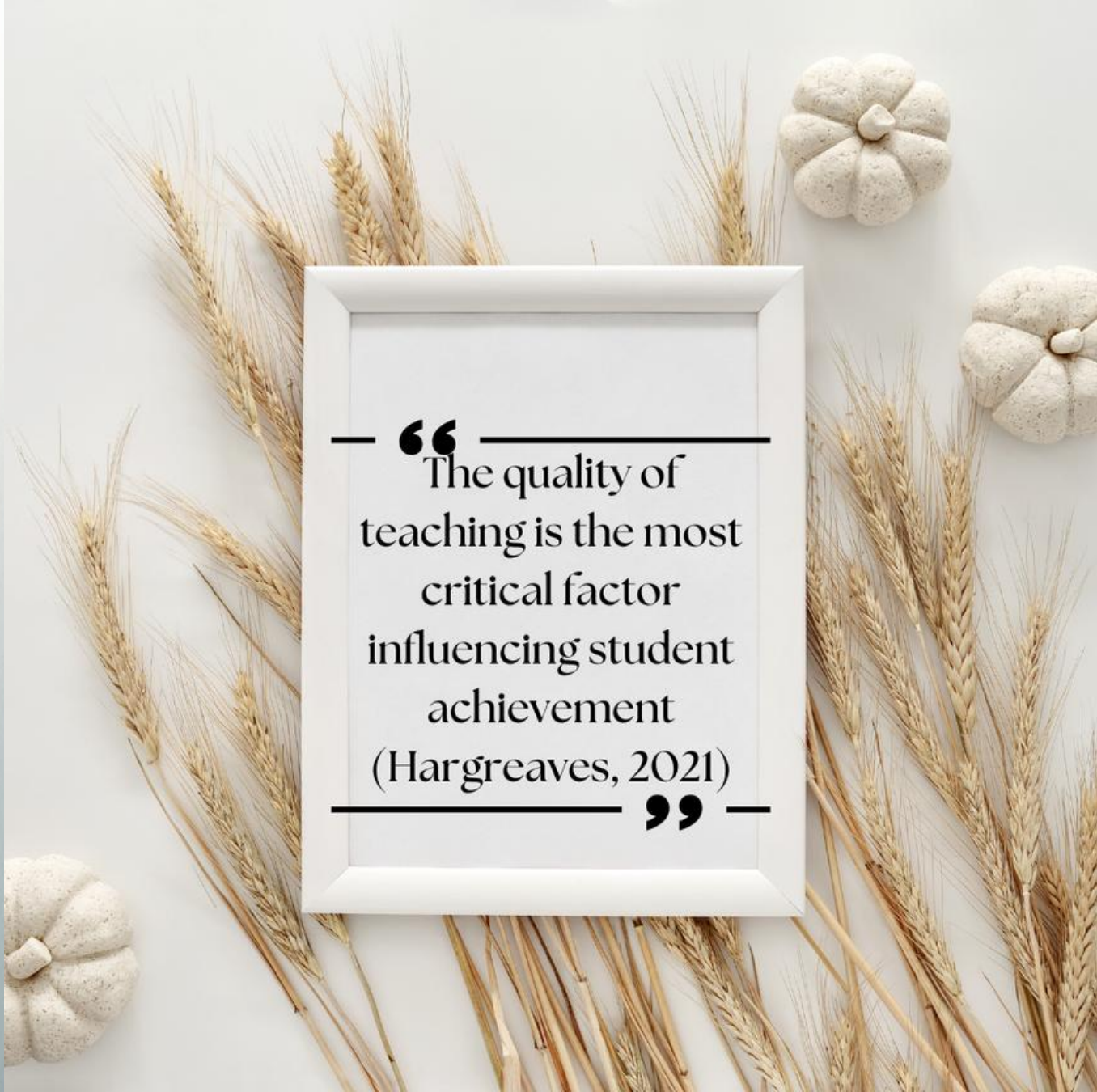
EVIDENCE-INFORMED MONITORING TOOLS



- Use staff surveys or pulse checks to monitor stress and workload trends
- Apply existing research frameworks (e.g., ATA wellness data) to guide adjustments
- Track impact on both teacher well-being and student learning outcomes
- Share data transparently with staff to reinforce collaboration and trust



OUTCOMES & IMPACT



“The quality of
teaching is the most
critical factor
influencing student
achievement
(Hargreaves, 2021)”

GALLERY WALK

- Current Strategies: What strategies are you currently using to reduce staff workload in your schools or system?
- Collective Efficacy: How could Collective Teacher Efficacy be strengthened at your system level?
- Barriers & Solutions: What barriers do you face in improving teacher well-being or CTE, and what approaches might help overcome them?
- Gallery Walk Implementation:
 - Each question is posted on a separate poster around the room.
 - Write responses on sticky notes, post, and read others' ideas.
 - 2-3 minutes per station, then rotate.
 - Debrief - share one takeaway or next step you are inspired to try in your own context.

FOSTERING COLLECTIVE TEACHER EFFICACY IS
NOT ABOUT TAKING ON MORE WORK.

IT IS ABOUT FOCUSING OUR EFFORTS ON WHAT
TRULY MATTERS: OUR SHARED PURPOSE AND
COLLECTIVE IMPACT.



LEADING WITH PURPOSE & COLLECTIVE EFFICACY

Key Points:

- Build trust.
- Co-construct supports to reduce workload and enhance well-being.
- Leverage Collective Teacher Efficacy (CTE) to drive sustainable system-wide improvement.
- Lead adaptively: listen, respond, and evolve together.

Reflection:

- What is one small, intentional action you will take in the next month (or year) to foster Collective Teacher Efficacy (CTE) in your context?



THANK YOU

Any Questions?



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