

1-1-2019

The Shared Workspace Model

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THE SHARED WORKSPACE MODEL

Daniel Carpenter, Ph.D.

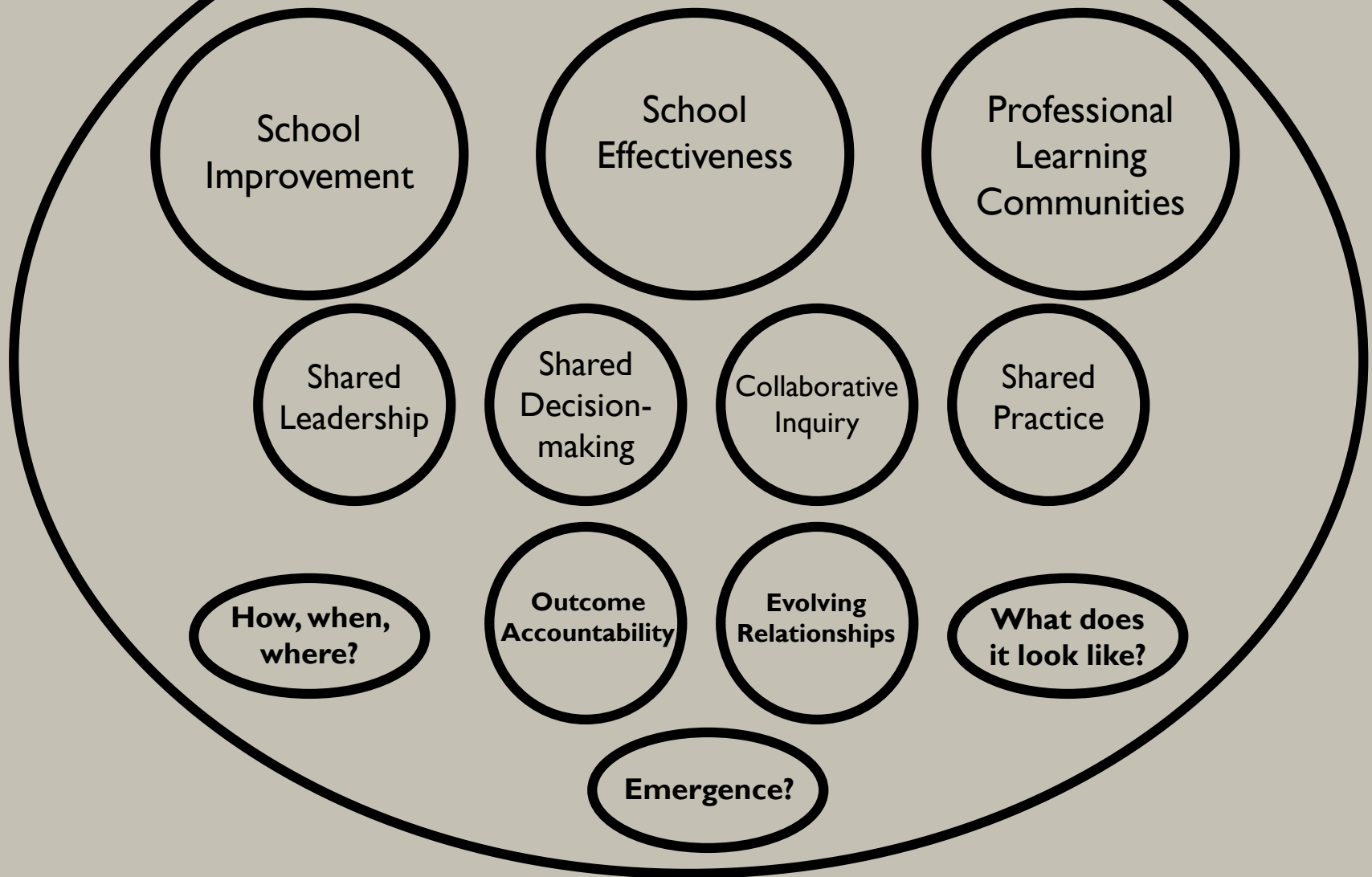
Background

- Eight manuscripts that investigate school culture and professional learning communities in several schools as cases.
 - Connect school improvement practices and educator collaboration.
 - Applied approaches to job embedded professional learning, school vision, and norms of practice.
 - Impact on teacher practice, student learning and student achievement.
 - Case studies connecting school culture and improvement as a school reform effort.
- Manuscripts build and connect theoretical and applied gaps in literature, specifically:
 - ***What physical and intellectual discourse lead to emergence in the collaborative inquiry process.***
 - ***What happens when physical and/or intellectual interactions break down.***
- Studies have led to an applied theoretical model called **The Shared Workspace.**

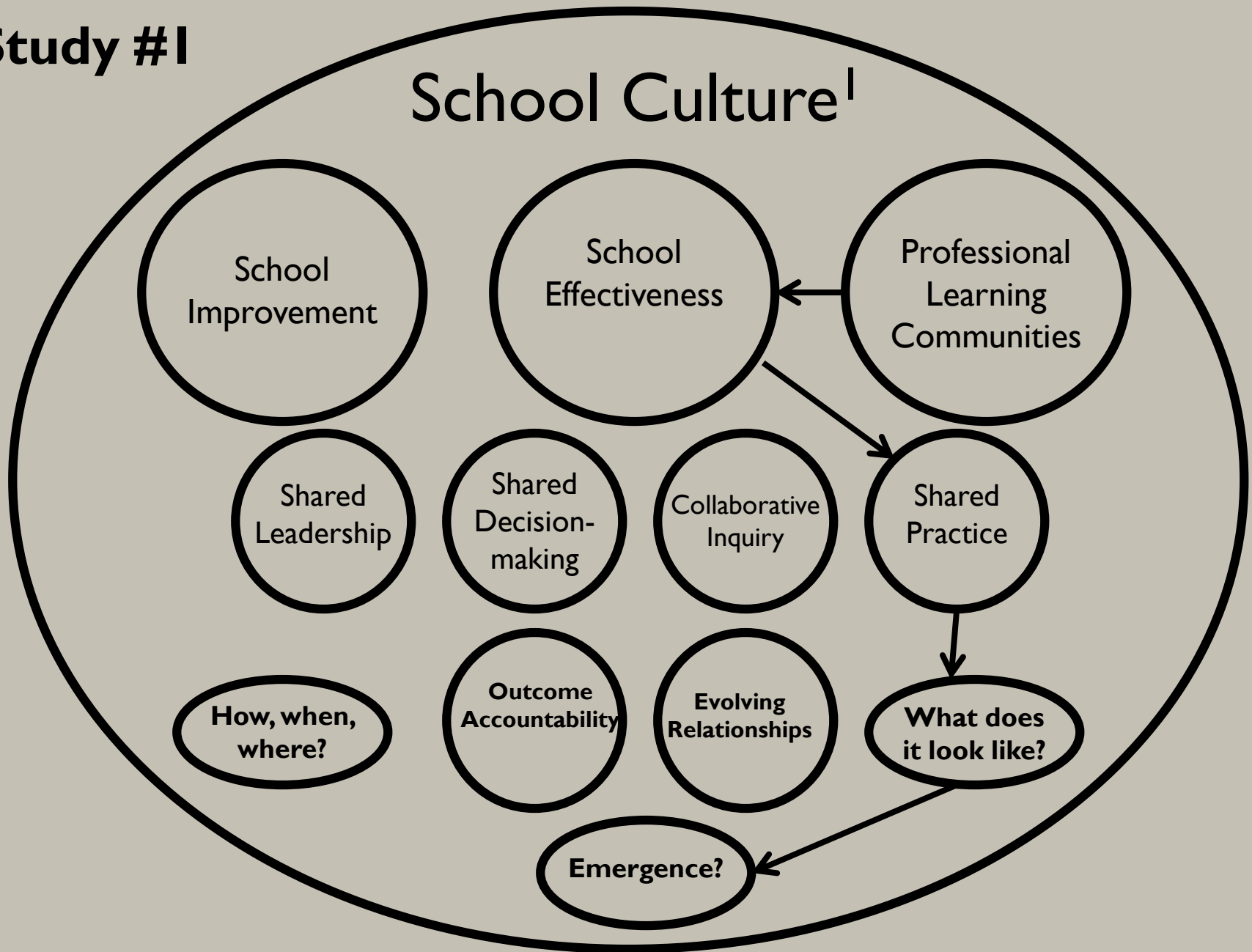
Theoretical Frameworks

- All schools have culture (Deal & Pederson, 1995 & 2016).
 - Policies, procedures and practice for how schools and educators do their work.
- School culture, improvement and effectiveness (Hargreaves, 1995; Stoll, Bolam, McMahon, Wallace & Thomas, 2006).
- School effectiveness and improvement as a function of culture (Schoen & Teddlie, 2008; Stoll & Fink, 1996).
- Professional learning communities lead to school improvement (Hord, 1997).
- Professional learning communities, school culture and overlapping characteristics (Stoll, Bolam, McMahon, Wallace & Thomas, 2006; Vescio, Ross & Adams, 2008).
- School culture provides professional learning environments where teachers interact in the collaborative culture of schools (Carpenter, 2015, 2016, 2017, 2018).
- Model connects characteristics for shared physical and intellectual discourse that satisfy effective school improvement criteria.

School Culture Frameworks¹

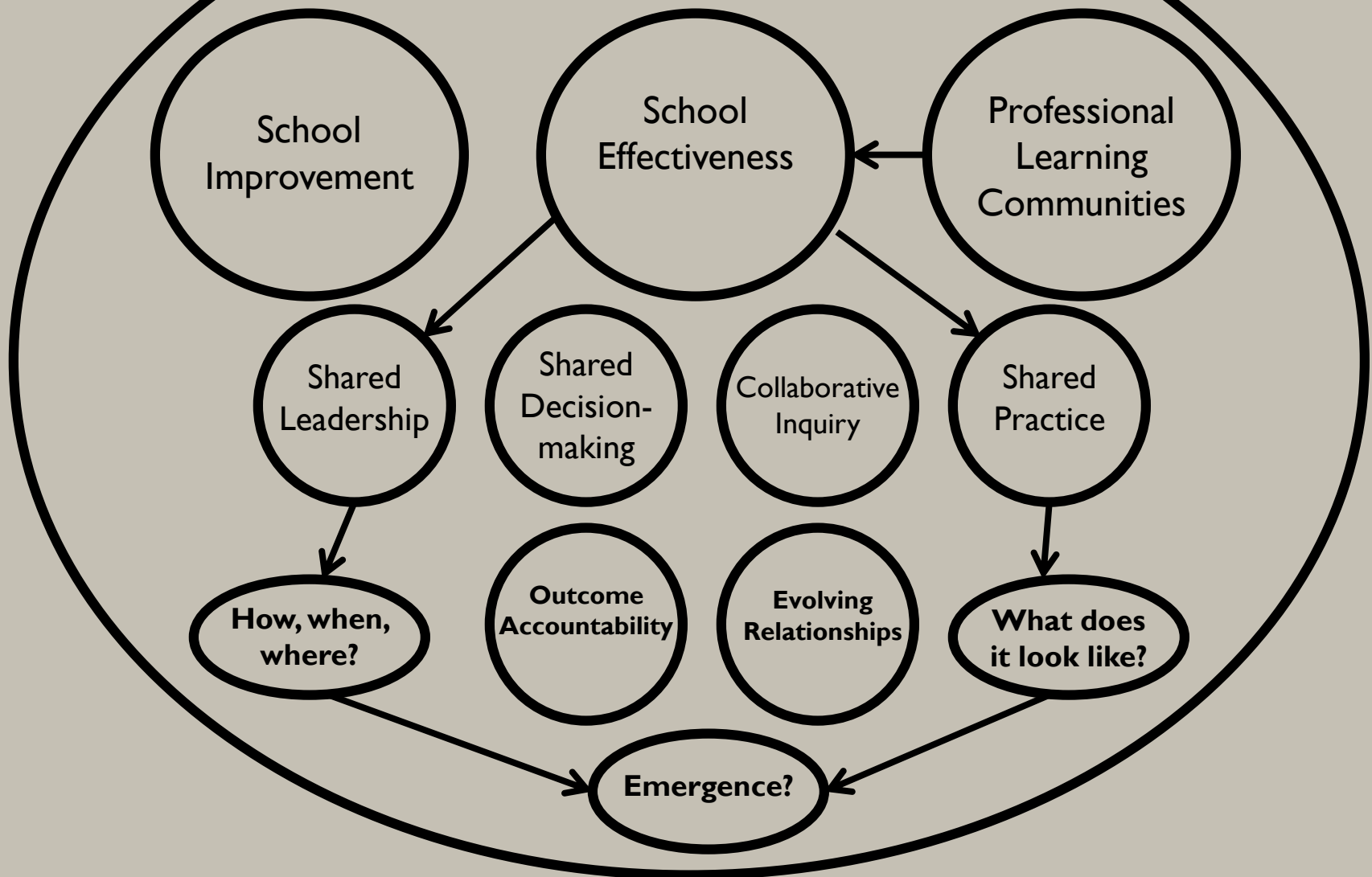


Study #1



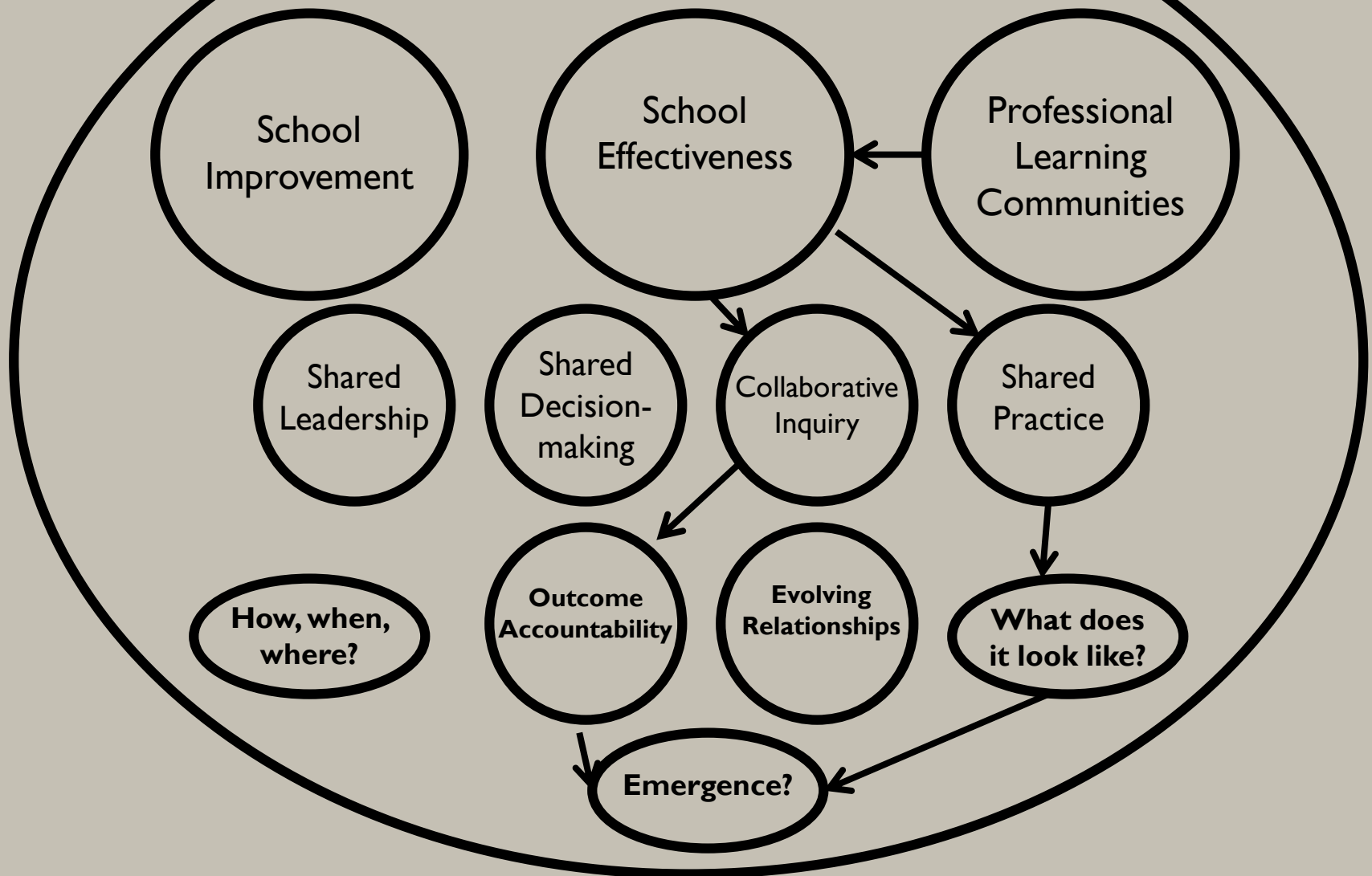
Study #2

School Culture¹



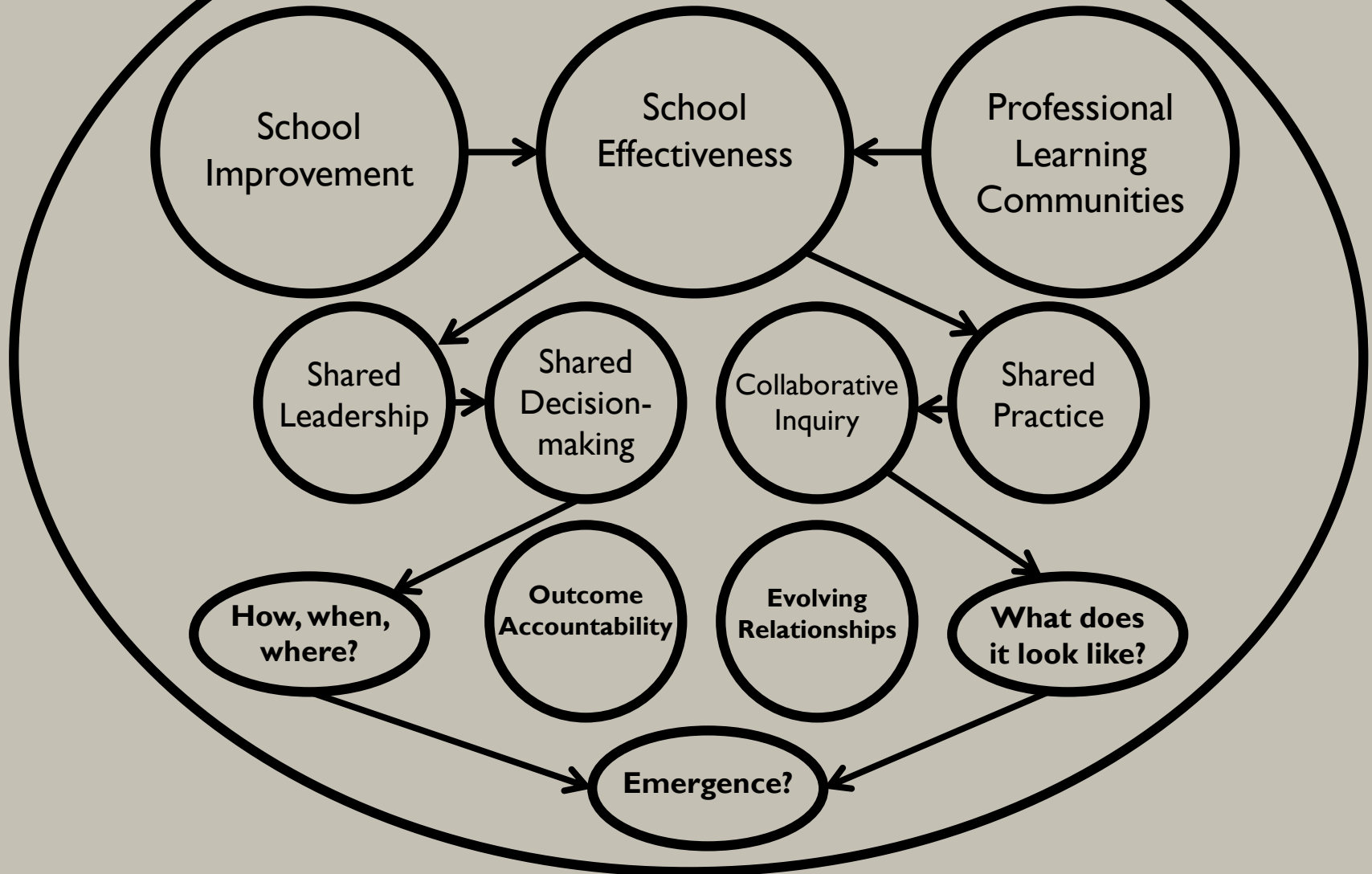
Study #3

School Culture¹



Study #4 & 5

School Culture *SHARED WORKSPACE MODEL*



Relevance – *Study 2 - Study 6*

- Ongoing investigation in over 10 schools (>10 yrs) of PLC interactions and the impact on schools, teachers, teaching and learning, and student achievement.
- Specific case-studies on collaborative culture and impact of PLCs on teacher change have yet to reveal:
 - what teachers collaborate on
 - how interactions impact teacher practice
- Overall importance is on the merit of the ***shared workspace model***, specifically physical and intellectual discourse.
- Investigation was specifically developed to propose a functional model that describes shared characteristics of school improvement, educator change and the impact on students and the culture of a school.

Methodology

- Qualitative case study based methodological design leveraged for studies 1-4 and 6-7 (Stake, 2010).
- A grounded theory methodology leveraged for study 5 (Creswell, 2013).
- Schools selected for established PLCs (Bolam et al., 2005) and educator information (Creswell, 2013) about processes and experiences.
 - 10 schools in four communities around the country.

Methodology

- Interview and field note protocols were designed from the literature on school culture, PLCs interaction & structure, effective collaboration, school as a workplace.
 - Semi-structured interviews (x2) were conducted.
 - Observations were made of PLC interactions, school and departmental meetings and teacher classroom practice (x8).
- Documents were collected of PLC meeting minutes and teacher-based instructional materials (x8).
- The researcher assumed an interviewer and observer role by conducting all interviews and attending meetings, discussions and activities.

Methodology

- Data collection and analysis were simultaneous (Merriam, 2009).
- Interviews were audio recorded and transcribed verbatim (Creswell, 2013; Creswell & Miller, 2000; McMillan & Schumacher, 2009; Stake, 2010).
 - Peer debriefing and member checks
- Content analysis methodology was leveraged to code the data (Hsieh and Shannon, 2005).
- Persistent observations (i.e. prolonged engagement), field notes and collection of documents and artifacts in the shared workspace for trustworthiness and credibility (Lincoln & Guba, 1985).

Methodology

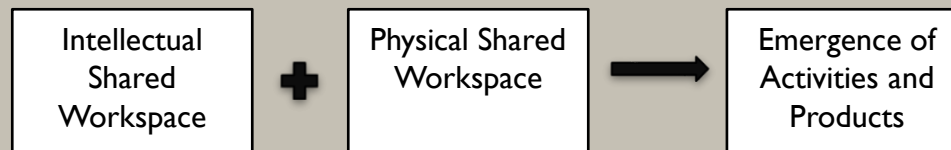
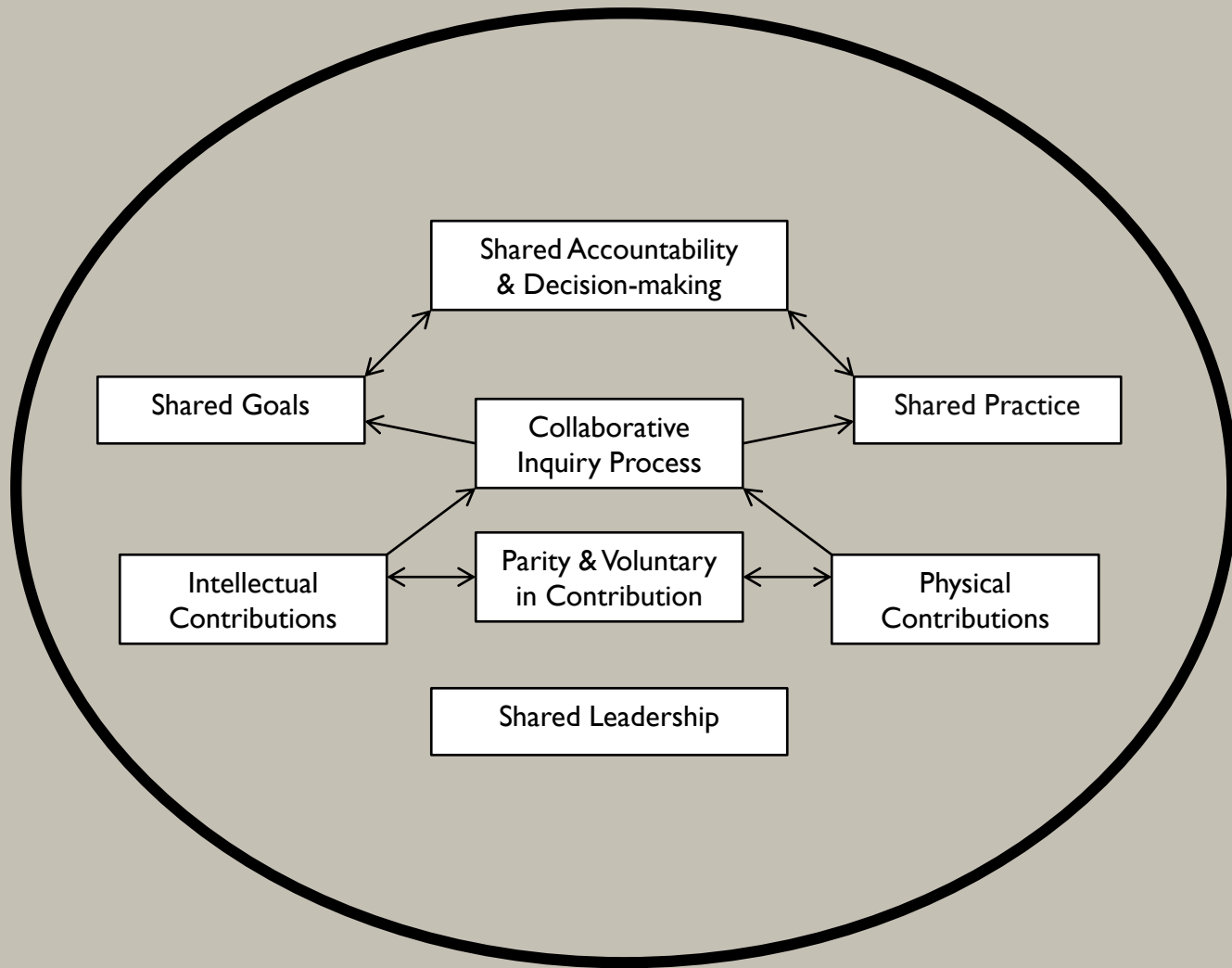
- Validity and trustworthiness established through several methods:
 - Credibility established with ***prolonged engagement*** with participants and by ***data triangulation from multiple data sources*** (Merriam, 2009).
 - Transferability established with ***thick rich descriptions*** of context and activities of participants seen through direct observation (Lincoln & Guba, 1985).
 - Dependability established through ***triangulation*** of data from multiple sources and an ***audit trail*** (Erlandson, Harris, Skipper & Allen, 1993).
 - Confirmability established using two measures, an audit trail and researcher reflexive journal (Lincoln & Guba, 1985).

Findings – Key Characteristics

- Shared-leadership and shared decision-making – educators are empowered co-leaders in teaching & learning, increases effectiveness of educator practice (Study 1, 2, 5)
- Collaborative inquiry – educator problem solving lead to teaching & learning innovations, assessment data (Study 3)
- Shared practice - collaborative space educators love to look at data, plan, share ideas and set direction for teaching & learning innovations (Study 4)
- Accountability for outcomes – use of student achievement to direct for teaching & learning innovations (Study 1, 2, 3, 4)
- Evolving relationships - trust, shared beliefs and values for outcomes evolve as depth of relationships increase over time (Study 6, 7, 8)
 - Role of power and impact on collaborative inquiry and shared leadership
 - Conflict and conflict resolution in the shared workspace
 - Theoretical foundations and contextual literature review for the model

Findings

- The ***shared workspace model*** provides a holistic framework for schools and school leaders to identify functional mechanisms about the collaborative culture and what happens when teachers 'share intellectual and physical space' that lead to professional learning as a community of professionals.
- Overlap between physical and intellectual sharing is critical for emergence.
- Intellectual and physical interactions from the collaborative inquiry process create personal and professional closeness in ***the relationships of participants***.
 - Greater parity of contribution, shared goal setting, shared decision-making, led to greater emergence of teaching and learning innovations.
- Deeper intellectual interactions provided opportunity to grow in the physical workspace primarily because of increased established trust.
 - More educators work closely together in the physical workspace to share teaching and learning innovations as a team, the closer and more accepting of shared values and beliefs.
- Carpenter, D. (2018). Intellectual and physical shared workspace: Professional learning communities and the collaborative culture. *International Journal of Educational Management*, 32(1), 121-140.



Discussion

- Overlap between intellectual and physical workspace greatly impact educator intellectual and therefore physical interactions in the shared workspace.
 - Intellectual contribution lead to problem solving and collaboration.
 - Frequency of physical and intellectual interactions grew participant shared values and vision and that grew to the acceptance one another's differences.
 - Intellectual and physical interactions provide opportunity to share values and beliefs, provide opportunities to grow closer, and provide a cohesive relationship with other educators.
 - Intellectual discourse in physical workspace grew personal trust while also providing opportunities to grow together new and improved teaching and learning innovations

Discussion

- **Shared workspace** is a product of intellectual and physical interactions where educators strive to impact student achievement.
- Overlap between effective professional learning, a positive school culture and impactful collaboration provide foundation for successful school improvement efforts.
 - Overlap in characteristics and attributes of each provide functional qualities of a shared workspace.
 - Attributes of effective collaboration, characteristics of a positive school culture and an effective professional learning community merge into the **shared workspace** where educators interact to solve problems in the school improvement process.
 - Shared goal setting, collaborative decision-making about accountability measures, shared practice and determining research based best-practices each have intellectual and physical components in the shared workspace.
 - Contribution of intellectual and physical workspace between group members provides the opportunity for the emergence of activities and products from a functional professional learning community.

Discussion

- The emergent framework of the ***shared workspace*** are a unique part of school culture.
- Framework provides schools, educators and education leaders a structure to align intellectual and physical contributions of professionals in the shared workspace that is the school as a learning organization.
- Schools as a learning organizations must share leadership and decision-making in the collaborative inquiry process where educators share intellectual and physical contributions in order to serve the mission of the organization.
- ***Relationships impact the workspace***
- Educators and education leaders seek power that impact the workspace
- There is a theoretical foundation to the model that impacts school improvement
 - Adult learning theory
 - Transformational learning theory
 - Self efficacy and self determination theory

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