CONGENIAL MEETS : RESEARCH

TIMETABLING FOR **COMMUNITY** – AN INVITATION TO BOND AS A GROUP

"Having the trust of faculty is an important factor in generating buy-in to implement change initiatives".

RESEARCH INSIGHTS

Out of all the stakeholders of a school, creating **spaces** and **experiences** that promote interactions between teachers is crucial to developing a strong sense of school and work **culture**. The unique human components that help facilitate and create a school culture are called **predeterminations**; of which there are 3 main forms: **perceptual, intrinsic,** and **institutional**. The process of Congenial meet addresses both perceptual and institutional predeterminations which refer to the socialization, interactions, and expectations teachers have, along with processes at the school level to bring about reform and change.[1]

A strong **collegial** framework ultimately allows and enables the function of **change** that directly impacts the experience for children. It is important for faculty, support staff and all other non-student members of an institution to feel like they have strong **trustworthy** and **elevating** relationships with one another, and building this relationship is one key way an institute can use **Congenials**.[2] In a way, an educational system is more than the sum of its parts.

"Having the trust of faculty is an important factor in generating buy-in to implement change initiatives".[3]

It makes sense because schools which have a team that has high trust are better at collective decision making and have a greater likelihood that the proposed changes will actually be implemented; which in turn directly impacts student performance and experience.[4]

CONGENIAL MEETS : IN A NUTSHELL

o When the core of fostering **relationships** (of teachers as well as non-teaching members) is focused on the **quality** of student **learning** and **experiences**, a professional community is more likely to adopt changes in practices to support **children**.[5]

o According to Hoy and Tschannen-Moran there are 5 facets to **trust: benevolence**, competence, **honesty, openness** and reliability.[6] While competence and reliability are covered in professional development, supporting the others through personal development is the function of a **Congenial** and is crucial to the development of strong collegial trust.

o All of this is for the betterment of the **child**. There is strong evidence to suggest that **collegial** trust has a direct impact on student **academic** emphasis.[7]

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