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FOUNDATIONS, LEADERSHIP,
AND ADMINISTRATION

IDENTIFICATION AND SELECTION OF TEACHERS EQUIPPED TO GUIDE
STUDENTS IN SPIRITUAL FORMATION IN MENNONITE SCHOOLS (245 pp.)

Director of Dissertation: Catherine E. Hackney, Ph.D.

The purpose of this qualitative study was to understand how head administrators, in Mennonite Schools Council member schools, identify and select teachers who are equipped to guide their students in spiritual formation. The study explored the categorical topics of fit, Mennonite culture, and spiritual formation as they interacted within a Mennonite school setting.

Data were collected through semi-structured interviews with the participating administrators, allowing for emergent questions and themes to develop. A review of individual school documents, policies, procedures, and applications for the purpose of identifying and selecting teachers was conducted. A qualitative grounded theory methodology was used to analyze the interview transcripts through open, axial, and selective coding.

Findings within the category of fit revealed the major themes of theological position, professional preparation, and student-centered disposition. The category of Mennonite culture established the themes of Christ-centered living, community building, and peace-making. In the category of spiritual formation, the central phenomenon of relationship as informed through listening/dialogue and faith journey emerged as the primary method of identifying and selecting teachers who would best guide students in spiritual formation in Mennonite schools. Results of this study may assist Mennonite

school administrators in evaluating and shaping their teacher selection processes. Further research of this type in other faith-based schools would enhance the understanding of spiritual formation as it relates to teacher identification and selection within those organizational cultures.