

Educators & Pastors

Role Expectations and Conflict

2007 Georgia-Cumberland

Educator/Pastor Leadership Study Overview

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Committee:

Hinsdale Bernard, chair

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1872 Launch of SDA Education



Goodloe Bell



James White

Two Ministries—Two Ministers



Norman Rockwell, Happy Birthday Miss Jones

March 23, 1958



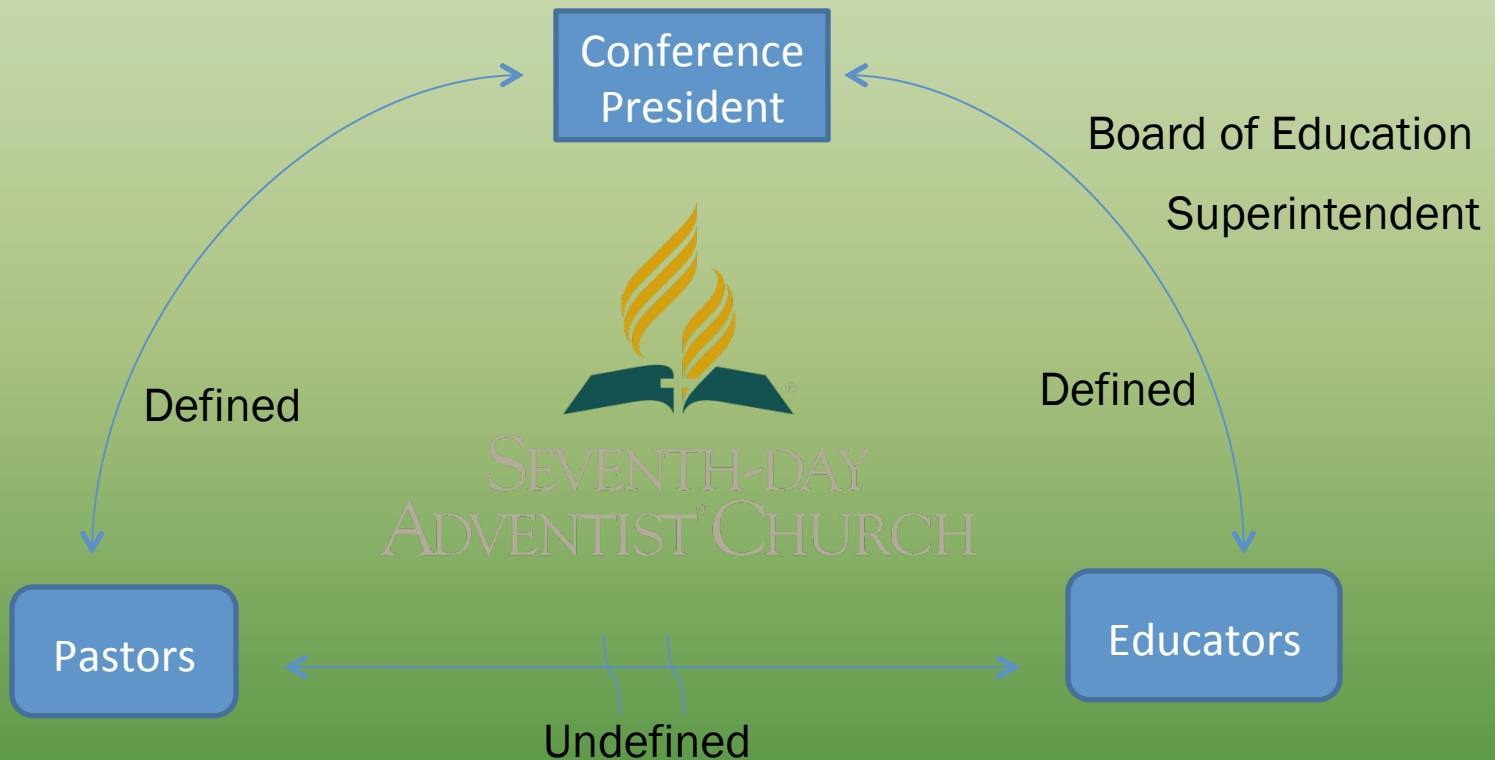
Praying The Lord

Designed by H. Munch, painted by E. Munch

Two Ministries—Two Houses (Sometimes)



Two Ministries—One Organization (sort of)



Parallel Ministry Problem

- SDA Education/Pastoral Ministries connected at the conference level
 - The two meet organizationally at the executive level of the conference
- ...disconnected at the local level but share the same space
 - Leadership relationship is undefined
 - Pastor perceived to be the general leader

Role Confusion from the 1920's

- Pastors placed in churches after the 1920's shift in placement expectations inherited a school/church structure that had not anticipated the pastor's new role in the local setting
- Elders were responsible for the local church and the teacher responsible for the school prior to the 1920's

Historical Profile



(NAD 2002, Section F, pp. 145-182)

- Conference responsible for:
 - Employment, supervision, and professional support of teachers
 - Curriculum
 - Accreditation and evaluation

(NAD 2002, Section F, pp. 145-182)

- The local church would provide:
 - Facility and equipment
 - Financial support for operational expenses
 - Teacher salary support paid to the conference
 - A school board charged with operational oversight (not teacher or curriculum oversight)

Pastor or Principal?

- Principal/head teacher is responsible for the “religious program and activities, and ... development and maintenance of a positive spiritual climate (NAD 2002, p.178).
- This reality clashes with contemporary expectations and assumptions of the local church

Official Duty of the Pastor

- The pastor is charged to be “the spiritual leader and advisor of the church” (General Conference of Seventh-day Adventists 1990, p. 118)

Pastor and the Church School

- The pastor's official function relating to the school is as "a member of the school board" (General Conference of Seventh-day Adventists 1990, p.118)

Factors Contributing to Confusion

- Oversight function of pastor on school board
- Pastor involvement in educator hiring process
=> assumptions of oversight
- Expectations of administrators who see pastor as general leader at local level
 - President to pastor, “How’s your school doing?”
 - Wrong right answer: “I don’t have a school.”

Challenge of Official Hierarchy

- “On assignment to a local church as pastor, the ordained minister ranks above the local elder or elders....” (General Conference of Seventh-day Adventists 1990, p.118)
- The stratification of position with the pastor being the ranking member of the local church leads to the question of how or if that ranking applies to the local teacher/principal

A MULTIPLE-CASE STUDY EXPLORING COLLABORATIVE RELATIONS BETWEEN ADVENTIST PASTORS AND TEACHERS IN THE EASTERN UNITED STATES



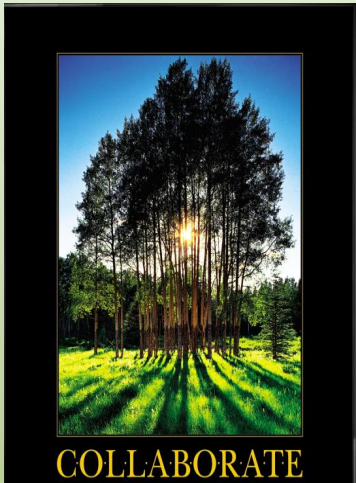
COLLABORATE

*To stand apart you must first
stand together as a team!*

Dissertation Committee Members:

- Dr. Shirley Freed, chair, methodologist
- Dr. Duane Covrig
- Dr. Janet Ledesma

Pamela Consuegra

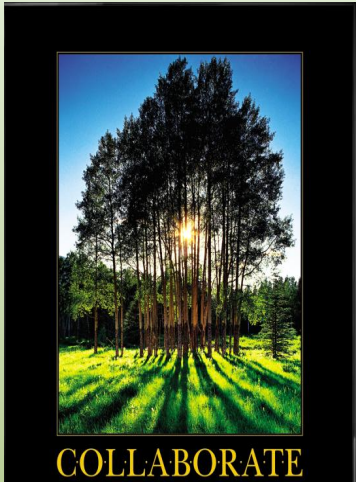


To stand apart you must first stand together as a team!

Problem

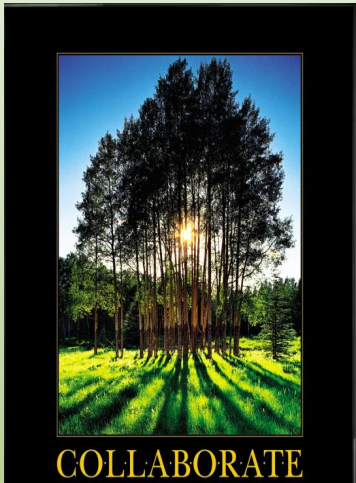
- A collaborative relationship between the pastor and teacher is critical for the well being of both individuals as well as being beneficial to their ministries and the institutions that they both represent, the church and the school (Sahlin, 1985).
- Limited research has been done that describes the way in which collaborative relationships play out.
- More understanding is needed about the dynamics of a collaborative relationship that exists between the Adventist pastor and teacher.

Purpose



To stand apart you must first stand together as a team!

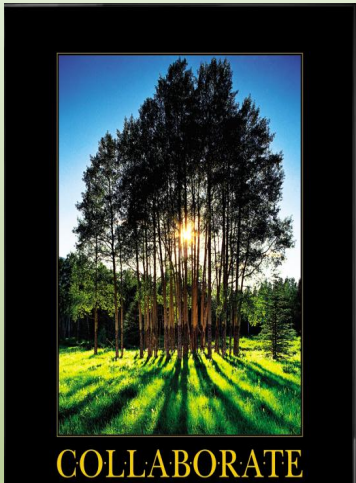
- The purpose of this study was to explore the collaborative relationship between the Adventist pastor and teacher.



Key Findings: Four Broad Themes Emerged as Common in Positive Collaborative Relationships

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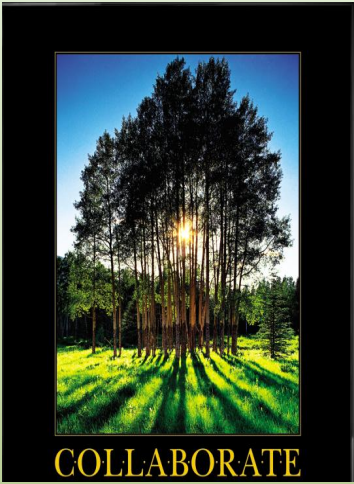
- We Are In This Together
- Necessary Ingredients
- Connections
- Success and Failure



To stand apart you must first stand together as a team!

We Are In This Together

- Sharing a Mutual Goal, Vision, and Mission
- Team, Unity, and Us
- A Sense of Community
- Role of Initiator in Process

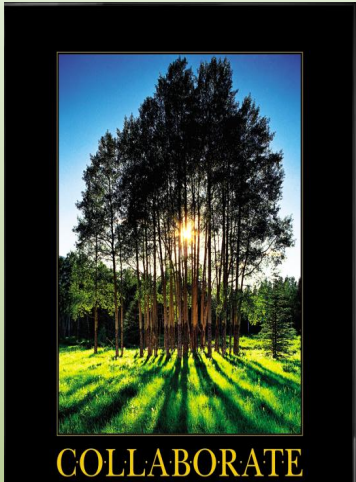


To stand apart you must first stand together as a team!

Necessary Ingredients

- Kids First Attitude
- Embrace Strengths and Accept the Weaknesses
- Trust
- Respect and Value Roles and Boundaries
- Be Flexible and Welcoming
- Communicate the Good and the Bad

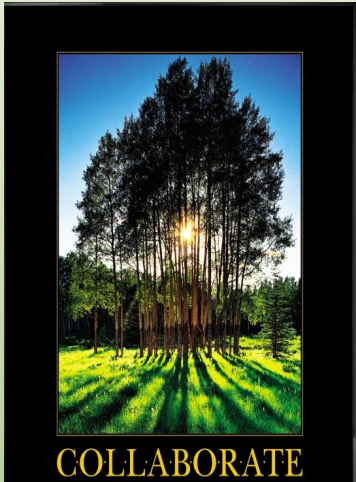
Connections



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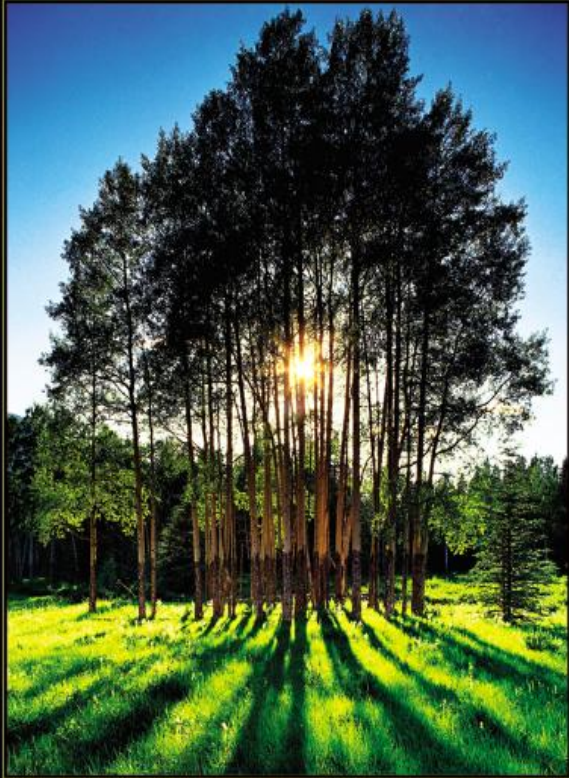
- Interpersonal Relationship Outside of Church and School
- Pastor's Involvement in Connecting the Church to the School
- Teacher's Involvement in Connecting the School to the Church
- Shared Facilities

Success and Failure



To stand apart you must first stand together as a team!

- Benefits of Collaboration
- Results of Failed Collaboration



COLLABORATE

“We are a small school but we can do big things because we have a collaborative atmosphere.”
Adventist Teacher

To stand apart you must first stand together as a team!