DEVELOPMENT OF A CONCEPTUAL FRAMEWORK FOR A
BIBLICALLY DERIVED DISCIPLESHIP MODEL FOR
KINGDOM EDUCATION

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ABSTRACT

Though the terms Christian education and Christian schooling are often used interchangeably, a close evaluation indicates distinctive differences in scope, goals, and often in philosophy. Education derives from the Latin educo ("to lead"), suggesting a master opening a pathway for followers into previously unfamiliar forums. From a Christian perspective, one may reasonably conclude that Jesus first undertook distinctly Christian education when He led 12 disciples, men from nonpriestly backgrounds, into an extraordinary arena of spiritual disciplines and power. His purpose in doing so was that they assume His mantle and mission of service to the kingdom of God, which they did to the point that they subsequently revolutionized the world. His teachings focused on spiritual training of the heart, preparing individuals for eternity by way of equipping them in, through, and for mortal times. This dissertation research develops a framework for distinctively Christian (e.g., kingdom) education curriculum through a focused grounding in the three overarching biblical concepts of Jesus’ teachings: the kingdom of God, kingdom mission, and kingdom character. The conclusion is that such education, in its truest sense, is the most vital part of authentically Christian schooling because it transcends the purpose of every other part of curriculum by understanding and embracing discipleship as preparatory training for service to the kingdom of God. Therefore, truly Christian education leads students to discipleship, seeking to become increasingly like Jesus by following His examples and teachings.