Abstract

The influence of the postmodern and post-Christian worldview is pervasive in North American culture and within Christian schools. Relativistic belief systems set aside absolute truth and diverge from traditional patterns of Christian thinking on the central questions of meaning and morality. The shifting pattern of truth and trust is often the basis of conflict within the Christian school community, and a new frame of reference represents a challenge and an opportunity for Christian educational leadership. Engaging relativistic thinking requires a new paradigm for redeeming challenging situations and establishing or restoring relational trust. The goal of this dissertation is the proposal of a conceptual model of trust for Christian schools which exist within a postmodern and post-Christian culture. The conceptual model depicts the operation of trust in the context of a postmodern and post-Christian culture and offers prescriptive means for establishing, building, and repairing trust.