

SOURCE 2

The article “Teacher education, preservice teacher beliefs, and the moral work of teaching” immediately addresses teaching as a moral endeavor, setting up the argument that teachers are working towards passing on the moral language and positive attitude that can improve a person’s life. Matthew Sanger and Richard Oglethorpe wrote the paper in 2010, where they state the issue of how moral language and attitude reflection aren’t brought up in classrooms enough because they aren’t brought up in college lectures and classes enough. The purpose of this paper was to set up some type of framework to combat the issue at hand. “We claim that the explicit discussion of what educators believe, why they hold those beliefs, and the practical implications of the beliefs held, must serve as the primary currency of teacher education”. The authors put a lot of emphasis on what a person believes or how a person thinks as very influential to how they learn and retain information. Multiple studies are used to help back up the claim that teachers chose their profession because they wanted to be helpful, where 90% or more claim to being teachers because they felt some sort of calling to help others. Their claims are used to back up the idea that practicing mindfulness and focusing on ones own beliefs can help preservice teachers learn how to work with varying mindsets and beliefs from their future students. They go through the varying types of beliefs a teacher has: physiological, moral, and educational. Each of these different types of beliefs are very important to the overall mindset of a person, and the discussion of these beliefs is the crucial part to not overlook. While everyone believes their intentions and beliefs are good, it is necessary to discuss them to find the truth behind your ideology.

This article was found while I was searching for important articles in my field of study. Although it is now a decade old, it still has strong viewpoints toward the idea that preservice teachers and teachers must learn how to work with varying perspectives from their classmates, as well as their own. The paper addresses the topic of unconscious bias and prejudice without actually being mentioned in the paper itself. The notion that focusing on your own beliefs can help you understand the beliefs of others helps my topic of interest because it brings up the idea of focusing on growing and improving from your preconceived opinions instead of allowing yourself to be swayed by your own misinformation. Although it doesn’t address prejudice and unconscious bias, if the article was written in 2020, it would only need to add a page to show its strong relation to the profiling that occurs in the education system against minorities because of the ignorant beliefs that are held and passed down. This makes the article very powerful to my topic of interest, the global population continues to split because of racist, misogynistic, xenophobic, and sexist belief systems, and there’s truly no way of getting around this issue without proper mindfulness to move us through the problem head-on, and pass it. The ability to connect to articles written ten years after makes this article a key piece in my critical research, it serves as a background article to illustrate the influential role that teachers have in the development of their students perspectives and mindsets.