

Creditions as an analytical model for teachers' beliefs

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Teachers' beliefs and attitudes play an important role in their effects on learning, teaching, classroom management and self-understanding of teachers (Pajares 1992). Research of their origin, change and effects on teaching practice thus is a valuable field for pedagogy. As these beliefs must be understood in their interconnectedness with other, non-pedagogical beliefs (Mansour 2008; Mansour 2009; Chan/Wong 2014), their relation to personal religious beliefs is of special interest for religious education. Personal religious beliefs, these are beliefs that their holders interpret as having their origin in religion, thus appear to have an important impact on teaching practice and the effectiveness of teachers' education (Mansour 2008; Krainz 2014).

The concept of *Credition* (Angel 2013; Angel 2015) can be used as a framework to analyze these complex interrelation of religious and teachers' beliefs and their effects on teaching practice. Combined with the neuro-linguistic approach of conceptual metaphor (Lakoff 2011; Lakoff/Johnson 2011), this approach is able to highlight processual, functional, emotional, metaphorical and unconscious aspects of the matter and thus might help to provide better understanding of the role of belief processes in teachers' approach to education, the origins and effects of beliefs, the impact of didactical concepts, the process of belief change, and the relation of belief and teaching practice.

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