

## **Teachers as curriculum decision-makers—the issue about curriculum practice**

**Liang-pin, Jian**

The article examines the possible changes of the teachers' curriculum knowledge, the teachers' role, and how they are able to be curriculum-decision makers. Facing the nine-year consistent curriculum reform in Taiwan, schools are empowered to make school-based curriculum and solve problems in curriculum context. It means that teachers can participate in developing school curriculum and curriculum decision-making, teachers should reconstruct their experience in curriculum and instruction. They need to be self-reflective, especially on their curriculum knowledge and learn how to improve their instruction. In the process, it's worth criticizing what schools provide resources and how they encourage to form the culture of teachers' profession. This paper suggests some ways to help teachers to be curriculum decision-makers: schools can build the platform for debating issues about curriculum, really empower teachers to participate making decisions about school-based curriculum, and provide them chances to develop educational profession. Through group curriculum deliberation, teachers can enlarge the content of curriculum knowledge; teachers take themselves as researchers, narrate their stories, and then , they can reconstruct the structure of “lesson” in their classroom.

**Key words:** curriculum decision-making 、 curriculum consciousness 、 curriculum knowledge