

## **Teachers' Critical Consciousness in Curriculum and Its Pedagogical Implications**

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Educational reforms pay much attention recently to reconstruct the subjectivity of teachers and students. The awareness of teachers' critical consciousness can disclose the oppression from curriculum, avoid teachers to be the megaphone of curriculum, help students raise their critical consciousness, and reappear teachers' subjectivity.

This paper aims to explore the orientations of teachers' critical consciousness in curriculum, and its pedagogical implications. First, it explores the developing process of critical consciousness. Secondly, it demonstrates the orientations of teachers' critical consciousness in curriculum. After that, it bases on critical consciousness and contacts teachers' curriculum consciousness to bring forth orientations of teachers' critical consciousness in curriculum and discuss its applications. Finally, it poses some pedagogical implications: First, through understanding the power relations of textbooks, we can disclose and understand the studying objects. Then teachers need to oppose the packed curriculum, and recover their ability to design curriculum. Next, living reading and writing instruction can promote students to create and recreate their knowledge. In addition, through question-posing instruction, teachers and students can explore the studying contacts together and construct their knowledge through their dialogue. Finally, teachers' grow-up group needs to promote teachers' critical consciousness of vision.

keywords: curriculum consciousness, critical consciousness, critical consciousness of curriculum

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