

Teachers' Conceptions of the Curriculum Review Process**M. J. Taole**

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ABSTRACT The purpose of this paper is to explore and describe teachers' conceptions of curriculum review within the context of educational change in South Africa. Teachers are critical change agents in the curriculum review process as they are the curriculum implementers. Accordingly, their conceptions about curriculum will determine the success or failure of any curriculum review. This study investigated what these conceptions are and how they may possibly influence curriculum implementation in the future. The study employs a qualitative design using interviews, for which ten teachers were purposefully selected. The study revealed that teachers are weary of educational review and there was confusion and uncertainty about the anticipated review and its purpose. It was also unclear what the review seeks to achieve, particularly as the teachers seek to reconcile what they know with the new knowledge they receive and their teaching contexts. The findings also showed that curriculum review remains a foreign concept for most of the teachers as well as presenting challenges to their existing conceptions and beliefs about curriculum review practices. The study emphasised that teacher support remains the cornerstone of the success of every curriculum innovation. Recommendations are formulated to support teachers to implement the curriculum successfully.