

**Reflections of Teacher Perceptions Regarding Curriculum Change
in the Bloemfontein Area, South Africa**

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ABSTRACT With the dawn of the new curriculum in this country, namely, Curriculum 2005 (C2005) in 1997, and the Revised National Curriculum Statement (RNCS) in 2002, which are the two major curriculum policy developments in South Africa (Ramsaran and Malcolm 2006), it invited an assortment of reactions from the entire education fraternity. The most obvious and extensive critique of the curriculum was that of the Report of the Ministerial Review Committee, which was established to review it in 2000. There seem to be a subtle complaint from teachers regarding what they perceive as an endless curriculum change process in this country. This research study intends to explore this perception and feeling among teachers, and how it affects their morale and performance. The approach adopted in this study is to encompass both processes of initial introduction and the revision stages in its reference to the curriculum. This article however, reveals that despite these implementation challenges, the overwhelming randomly sampled majority (88%) of the teachers from Bloemfontein schools in the Free State Province have not only begun to embrace it, but are also applying the OBE principles in their lessons.