For many years, the Saudi national curriculum focused on memorization and exam-based, teacher-centered instruction. After recognition of the ineffectiveness of this traditional system, the Ministry of Education introduced a major curriculum reform in 2011, based on constructivist pedagogy. This study explores seven Saudi elementary teachers’ individual experience with this change—their interpretation of constructivism, their classroom enactment of the curriculum, and their anticipation of future reform outcomes and impacts. Based on Pinar’s (1976) argument that teachers’ self-understanding is a key component in curriculum reform experience, the research utilized Pinar’s concept of self-understanding—currere—as a lens for examining these Saudi teachers’ holistic, existential, autobiographical reflections regarding their curriculum experience in the past, present, and future. The teachers’ complex journeys were examined through narrative methodology, with data from interviews and journals. Findings include seven re-storied narratives of these Saudi teachers’ experiences with the new constructivist curriculum, as well as three emergent themes: First, these Saudi teachers interpret constructivism as a
theory that supports student knowledge-building, with roles for both teacher and student that contrast with the traditional Saudi educational approach. Second, Saudi teachers’ enactment of the new curriculum has been difficult so far due to their past experience and lack of exposure to constructivist models. Third, these teachers see that constructivism is creating outcomes for them personally and believe constructivism has great potential to impact and transform the thinking of Saudi students, educators, and society.

*Keywords: Saudi Arabia, education, curriculum reform, constructivism, currere, Pinar, self-understanding*