

Navigating Inclusive Pedagogy: Unpacking the Complexity of Teaching Students with Dyslexia

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Inclusive teaching design is essential to ensure equitable access to quality education, particularly for students with learning disabilities such as dyslexia. Despite policies and initiatives to address students with special needs, many primary school teachers continue to encounter significant challenges in adapting their teaching methods to meet the diverse needs of dyslexic learners. This study explores the experiences of primary school teachers in implementing inclusive teaching instruction, aiming to unpack the complexity of teaching students with dyslexia in mainstream classrooms. To gain insights into this complexity, this study employed a qualitative approach. Semi-structured interviews were conducted with four primary school teachers and the data were analysed using thematic analysis. The findings highlight recurring themes such as limited professional development, insufficient instructional materials, and the emotional and cognitive demands placed on these teachers. These findings raised the urgent need for targeted interventions, including specialised training, access to appropriate teaching resources and collaborative support systems. By unpacking the complexity, this study contributes to the discourse on inclusive education by offering insights into teacher preparedness, recognising their emotional labour and the need for systematic support in fostering inclusive practices. In addition, the study highlights the need for a more responsive and supportive educational ecosystem that empowers teachers to effectively address the needs of students with learning disabilities, particularly in linguistically diverse classroom.

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