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Pedagogical Strategies for Primary School Learners in Inclusive Settings: Experiences from Temeke Municipality, Tanzania

Karoli John Mrema, PhD
ORCiD: https://orcid.org/0009-0000-5259-3512
Department of Education Planning, Policy and Administration, The Open University of Tanzania
Email: karol.mrema@out.ac.tz

Abstract: In this study, the researcher explored the pedagogical strategies employed by teachers in inclusive classrooms to support primary school learners with learning disabilities in Temeke Municipality, Tanzania. The study employed the qualitative approach to explore complexities of inclusive education practices, using a multiple case study design, which facilitated the in-depth investigation of teaching practices across 13 inclusive primary schools. The target population for this study comprised 351 classroom teachers from whom a sample of 22 participated through semi-structured interviews. The analysis of data took place through the thematic approach. Based on the findings, the study concluded that effective pedagogical methods for learners with disabilities must be diverse and adaptable to address unique challenges. Through this approach, educators can create flexible learning environments that meet the individual needs of learners with special educational needs. Teachers' ability to create inclusive, responsive classrooms is essential for promoting both academic and social integration. The study recommends that schools must prioritize curriculum modifications and differentiated instruction by adapting teaching materials, assessments and activities to meet diverse learning needs. Ongoing professional development for teachers is crucial, with a focus on inclusive education strategies, assistive technologies and differentiated teaching techniques.

Keyword: Pedagogical strategies; teachers' perceptions; learning disabilities; inclusive education.

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Introduction

Pedagogical strategies play a central role in shaping the educational experiences and outcomes of pupils with learning disabilities in inclusive education settings. Teachers design these strategies to meet the diverse needs of learners in mixed-ability classrooms, ensuring that all learners, regardless of their abilities, have equitable access to quality education (Nguyen & Tan, 2022). Recent studies emphasize the importance of differentiated instruction, personalized learning and active engagement as effective approaches to learners with disabilities (Smith & Thompson, 2023). However, implementing such strategies remains a challenge, particularly in resource-constrained environments, where inadequate training and support often hinder the effectiveness of inclusive teaching and learning (Bergman et al., 2021). As inclusive education becomes a priority globally, understanding specific pedagogical methods that best support learners with disabilities is critical, especially in regions where educational infrastructure is still developing.

An inclusive curriculum recognizes the need for schools to accommodate individual differences, which is essential for creating learning environments that allow all pupils, regardless of their abilities, to reach their educational goals (Parker et al., 2021). This approach resonates with global initiatives, particularly the United Nations' Sustainable Development Goal 4, which advocates for inclusive, equitable quality education and lifelong learning opportunities for all (Fajrie et al., 2024).

Recent research underscores that inclusive education is not merely about integrating pupils with disabilities but involves transforming teaching and learning practices to support all learners in ways that celebrate and value diversity (Mitchell, 2022). The goal is to create classrooms that are flexible and adaptable to diverse learning needs, ensuring every pupil has access to resources and opportunities required for success (Parker et al., 2021).

The core principle of inclusion is recognizing that individual differences are valuable and can serve as resources that benefit the entire learning community (Chekan et al., 2023). Rather than viewing differences as deficits, inclusive education promotes the notion that teachers can enhance learning by leveraging diversity through differentiated instruction and collaborative learning strategies (Smith & Hardman, 2021). Recent studies show that inclusive classrooms benefit not only pupils with disabilities but also their typically developing peers. The collaborative environment fosters empathy, problem-solving and social skills, which contributes to the overall development of all pupils. This perspective aligns with the belief that inclusive education is a powerful tool for promoting social justice by ensuring all pupils, irrespective of their backgrounds or abilities have equal access to high-quality education (Graham et al., 2022).

Pedagogical strategies require experienced teachers who can address the diverse needs of students in the inclusive setting, whether shy, sociable, humorous, hardworking or lazy (Bazarbaeva, 2024). To achieve the goals of inclusive education, it is essential to place the pupil at the center of the learning process, ensuring that educational practices are responsive to their individual needs and goals (Chekan et al., 2023). However, such strategy requires personalized learning pathways that offer flexibility in curriculum delivery, assessment and classroom management (Johnson & Lee, 2024). Personalized learning, often facilitated by technology and collaborative teaching methods, enhances the learning experience for pupils with diverse needs (Miller et al., 2024). This student-centered approach requires that teachers be equipped with the necessary skills, knowledge, and support to adapt their teaching strategies and assessment methods, catering to the varying learning styles and abilities present in inclusive classrooms (Taylor & Adams, 2024).

Furthermore, effective inclusion requires active collaboration among various stakeholders, including parents, the community and special schools, especially in mobilizing necessary resources and providing required support (Chekan et al., 2023). This collaborative approach is essential in creating an environment where all pupils, including those with disabilities, can succeed (Halawa & Salmi, 2024). The involvement of parents and community members ensures that teachers support and reinforce the educational goals of children with disabilities. These partnerships enable the pooling of resources and knowledge, creating a more comprehensive support network that can address pupils' diverse needs (Brown & Williams, 2024). Integrating special schools into this collaboration highlights the need for specialized expertise in supporting pupils with specific learning needs (Mitchell, 2022).

For each pupil, particularly those with disabilities, creating individualized programs that align with the standard curriculum is a key aspect for inclusive education. The individualized programs must account for distinct learning styles, strengths and challenges of each learner, which may involve modifying the curriculum or adapting teaching methods to accommodate their needs (Fuertes et al., 2008). Recent studies indicate that personalized learning, which adjusts content, pace and instructional methods, is effective in inclusive classrooms, as it ensures that teachers provide all pupils with opportunities to engage with the content in ways suited to their learning abilities (Davis & Martin, 2024).. This approach not only supports academic growth but also fosters a sense of belonging and self-confidence among learners with disabilities (Parker et al., 2021).

Teaching and learning of pupils in small group settings is vital in fostering equitable, high-quality education for all pupils, including those with disabilities. Teaching pupils in smaller, more personalized environments allows teachers to focus on individual needs and ensure that every pupil receives the attention they require (Thompson & Garcia, 2023). Performance tasks are essential in this context, as they provide a more authentic measure of pupils' abilities, enabling teachers to assess skills and competencies in real-time (Graham et al., 2022). These tasks not only help educators evaluate pupils' cognitive abilities but also provide insights into how well pupils can apply their learning in practical situations, which is particularly beneficial for pupils with learning disabilities (Edyburn, 2022). Real-time teaching also allows teachers to adjust

instruction promptly, ensuring that they leave no pupil behind.

While inclusive education has increasingly become a global priority, significant challenges remain in the practical implementation of pedagogical strategies in resource-constrained regions, such as Tanzania. Although there is growing recognition of the importance of context-sensitive and differentiated pedagogical approaches for pupils with learning disabilities (Komba et al., 2024), the specific pedagogical methods employed by teachers in Tanzanian schools, particularly in urban areas like Temeke Municipality, remain underexplored. Existing literature points to the general use of traditional teaching strategies that may not fully address the diverse needs of pupils with disabilities (Msuya & Makoye, 2022). These studies suggest a lack of adaptation to individualized learning pathways that would cater to students' varied abilities, potentially hindering the success of inclusive education in Tanzanian schools.

Furthermore, while personalized learning and active engagement are advocated as best practices in inclusive classrooms (Jones & Mitchell, 2023; Edyburn, 2022), limited research has investigated how these approaches are operationalized in Tanzanian classrooms and how teachers' perceptions influence their implementation. Barriers identified in previous research, including inadequate training, limited resources, and lack of specialized expertise, highlight a need for more in-depth studies that focus on the unique challenges faced by teachers in the inclusive education settings (Bergman et al., 2021). Additionally, the collaboration between stakeholders, such as special schools, communities and parents, remains an area in need of exploration, particularly in terms of how these partnerships can enhance pedagogical strategies for learners with learning disabilities (Halawa & Salmi, 2024). This gap in the literature calls for research that investigates pedagogical practices employed to the pupils with learning disabilities in inclusive settings.

In Tanzania, teachers advocate for the integration of the inclusive education into national policies, but its practical implementation faces significant obstacles (Mwaura & Kato, 2024). Teachers in inclusive schools often struggle to adapt their teaching strategies to the varying needs of pupils with learning disabilities, relying on conventional approaches that may not fully support all learners (Msuya & Makoye, 2022). The need for context-sensitive pedagogical methods that account for local challenges is increasingly recognized (Komba et al., 2024). In response, this study sought to explore the pedagogical strategies employed by teachers in Temeke Municipality, Tanzania, to support pupils with learning disabilities in primary schools.

Literature Review

This section presents literature review on pedagogical approaches. It explores various teaching strategies and instructional approaches used in contemporary education, particularly those that cater for diverse learning needs in inclusive settings.

Pedagogical Methods

Teaching pupils with Special Educational Needs (SEN) is inherently complex, as it demands tailored materials and instructional strategies that accommodate individual learning differences. The complexity increases when teachers receive demanding tasks in addressing the needs of pupils with a wide range of disabilities, from cognitive impairments to physical disabilities (Mitchell, 2022). Recent literature stresses the importance of employing diverse instructional strategies, including differentiated instruction, assistive technologies and individualized support, to ensure that every pupil receives the help they need to succeed (Halawa & Salmi, 2024). Furthermore, fostering teacher competence through continuous professional development is crucial for equipping educators with the necessary skills to implement these strategies effectively (Roberts & Clarke, 2023).

In inclusive schools, effective pedagogical methods require a holistic approach, integrating continuous teacher training, curriculum adaptation and the use of assistive technology (Halawa & Salmi, 2024). The integration of technology, such as digital learning tools, can facilitate personalized learning pathways, allowing pupils with disabilities to access content in alternative formats and at their own pace (Nguyen & Patel, 2022). In addition, teachers need to be proficient in collaborative learning strategies, which involve pupils working together to solve problems and share knowledge, thus fostering an inclusive environment where all pupils, including those with disabilities, are actively engaged (Graham et al., 2022). These strategies not only support academic achievement but also promote social integration, encouraging pupils to interact with and support one

another in the learning process (Smith & Hardman, 2021).

However, the implementation of inclusive education programs is fraught with challenges, especially in resource-constrained environments. Effective inclusion requires not only curricular modifications but also adequate human and technological support, including the integration of Information and Communication Technologies (ICT) to enhance accessibility for pupils with disabilities (National Council of Educational Research and Training, 2011). The success of inclusive education depends heavily on schools' capacity to adopt and sustain these pedagogical innovations, often hindered by insufficient resources and a lack of specialized training for teachers (Halawa & Salmi, 2024). Furthermore, systemic barriers, such as large class sizes, inadequate infrastructure and limited access to assistive devices make it difficult to implement inclusive education strategies, particularly in low-resourced settings (Mitchell, 2022).

Collaborative participation among educators, parents and pupils is essential for the successful implementation of inclusive pedagogical methods. When teachers, parents and the wider community work together, they can create an educational environment that is responsive to the needs of all pupils (Chekan et al., 2023). This collaboration allows for a shared understanding of pupils' learning needs and ensures that everyone involved is working towards similar educational goals. Furthermore, engaging pupils in the process, particularly those with disabilities, encourages them to take an active role in their own learning, which fosters independence and self-regulation (Graham et al., 2022). Teaching learners with disabilities often requires employing a variety of pedagogical approaches, including presentations, small group activities and one-on-one interactions.

Successful inclusive education strategies emphasize the importance of collaboration between teachers, parents and pupils, along with continuous program evaluation to ensure that the needs of pupils with special needs are met (Halawa & Salmi, 2024). Following international conventions, many Sub-Saharan African countries, including Tanzania, have developed inclusive education policies and have taken steps toward their implementation (Nketsia, 2024). Despite these efforts, however, some teachers still face significant challenges, such as large class sizes, inadequate infrastructure and a lack of basic teaching materials (Evans & Johnson, 2023).These challenges further relate with limited resources, insufficient specialized training and resistance to changing teaching practices (Halawa & Salmi, 2024). As a result, some children still lack access to adequately trained teachers capable of meeting their diverse educational needs (Harris & Thompson, 2022).

Despite significant strides in developing inclusive education policies in Tanzania, the practical implementation of these policies remains challenging, especially in resource-constrained environments. While recent literature emphasizes the importance of diversified pedagogical strategies, such as differentiated instruction, assistive technology and collaborative learning (Halawa & Salmi, 2024), there is limited research examining how these strategies are effectively applied in Tanzanian classrooms, particularly in low-resourced and rural settings. In Tanzania, although policies have been formulated to promote inclusion, some teachers continue to face significant barriers, such as large class sizes, inadequate infrastructure, and a shortage of specialized training in SEN education (Njeri & Mwangi, 2023).These challenges create a gap between policy and practice, hindering the full integration of inclusive teaching strategies.

While international research underscores the importance of collaborative participation among educators, parents and pupils to foster an inclusive environment (Chekan et al., 2023), there is a lack of context-specific studies in Tanzania exploring how such collaboration works at the grassroots level. Existing research further highlights the underutilization of assistive technologies and Information and Communication Technologies (ICT) in Tanzanian schools (National Council of Educational Research and Training, 2011), despite their potential to enhance personalized learning pathways for pupils with disabilities (Khan & Patel, 2024). Given that, teachers often lack the necessary training to integrate technology into their teaching, and schools are typically ill equipped to provide the required resources (Mitchell, 2022). There is a need for further research to explore how schools can successfully implement technology and collaborative approaches in primary schools, particularly in Temeke Municipality, Tanzania

Methodology

This section outlines key aspects of the study, including the research paradigm, research approach, research design, population and sampling, data collection instruments, trustworthiness, data analysis and ethical considerations.

Research Paradigm

This study follows the interpretive paradigm, which seeks to understand subjective meanings and experiences of individuals within their social context. The interpretive paradigm is particularly suitable for exploring perceptions, beliefs and experiences of teachers in inclusive educational settings, as it emphasizes the importance of context and human agency. By adopting this paradigm, the study sought to gain a deeper understanding of pedagogical methods and challenges that teachers encounter when working with pupils with learning disabilities in inclusive schools.

Design

The study employed the qualitative approach to explore the complexities of inclusive education practices. The researcher chose this approach because it allows for an in-depth exploration of participants' perceptions and experiences, focusing on the meanings they attach to their teaching practices. The qualitative nature of the study provides rich, contextual insights into the challenges and strategies that teachers used to accommodate pupils with special educational needs (SEN) in inclusive classrooms.

The study adopted a multiple case study design, which facilitated the in-depth investigation of teaching practices across 13 inclusive primary schools in Temeke Municipality, Dar es Salaam. This design allowed for the collection of detailed data from multiple sources, providing comparative insights into the varied experiences of teachers working in different school environments. The case study approach was particularly suited to this study as it allowed for a contextualized understanding of inclusive education while also allowing for the exploration of individual school-specific challenges and practices.

Area of Study

The study took place in Temeke, a municipality in Dar es Salaam City, Tanzania. Temeke was selected because it represents a diverse urban context, where inclusive education policies are gradually being implemented, but significant challenges remain in terms of resource allocation, teacher preparedness, and infrastructure. This area provides an appropriate setting to explore the realities of implementing inclusive educational practices in a resource-constrained environment.

Target Population

The target population for this study comprised 351 classroom teachers from 13 inclusive schools within the Temeke municipality. The researcher selected these teachers due to their direct experience with inclusive education and the associated pedagogical challenges. By focusing on classroom teachers, the study sought to gather in-depth perspectives from those who are at the forefront of implementing the inclusive education policies and practices.

Sampling Procedures

The researcher used purposive sampling strategy to select participants, targeting teachers who have direct experience in inclusive education settings. The selected sample of out the target population included 22 teachers from the 13 schools. The researcher chose this sample size to ensure that a diverse range of experiences and perceptions were captured while still allowing for in-depth exploration of each teacher's views and practices. Purposive sampling was particularly relevant as it enabled the researcher to focus on individuals with specific knowledge and experience relevant to the study's aims.

Instruments

The researcher conducted semi-structured interviews with classroom teachers to explore their experiences, perceptions and challenges related to inclusive education, allowing flexibility in addressing relevant topics while maintaining consistency with the research questions.

Trustworthiness

To ensure the trustworthiness of the study, the researcher employed the data triangulation, integrating the multiple methods of data collection. Triangulation strengthened the trustworthiness of the findings by comparing data from different sources and perspectives. Furthermore, the consistency of the findings across these varied methods helped to build a more comprehensive and credible understanding of the challenges and successes in inclusive education settings.

Data Analysis

The researcher analyzed the data using the thematic analysis approach, which involved three key steps.

First, all interviews were transcribed verbatim to accurately capture the participants' responses. Second, the transcribed data was coded to identify recurring themes and patterns. Finally, the researcher interpreted the findings by organizing the codes into thematic categories, with direct quotations from participants. The then presented the results in a narrative format to highlight the complexity of the teachers' experiences and perspectives in the inclusive setting.

Ethical Considerations

Ethical considerations were central to this study. The researcher obtained research clearance from the Directorate of Research, Publications and Innovation at the Open University of Tanzania before proceeding. The study ensured the confidentiality and anonymity of all participants. Furthermore, the researcher informed the participants of their right to withdraw from the study at any time without consequence. These ethical measures ensured the integrity of the research process and safeguarded the rights and dignity of all participants.

Results and Discussion

This section presents the results of the study, beginning with demographics of respondents and then the analysis of the operational data from the field.

Demographics of Respondents

In Table 1, the study involved 22 classroom teachers, with a diverse demographic profile. In terms of age, 10 teachers (45.5%) were aged between 25 and 35 years while 12 teachers (54.5%) were aged between 36 and 60 years. Regarding educational qualifications, 13 teachers (59.1%) held certificates while nine teachers (40.9%) had bachelor's degrees. As for teaching experience, all the 22 teachers had between 5 and 30 years of experience in the profession, reflecting a wealth of expertise among the participants.

Table 1: Demographics of Respondents

Demographic Category	Number of Teachers	Percentage (%)
Age Range		
25–35 years	10	45.5%
36–60 years	12	54.5%
Qualification		
Certificate	13	59.1%
Bachelor's Degree	9	40.9%
Teaching Experience		
5–30 years	22	100%

Table 2: Pedagogical Methods for Learners with disabilities.

Pedagogical Method	Number of Teachers (n=22	Percentage (%)
Discussion	19	86.4%
Demonstrations Method	21	95.5%

Pedagogical Methods Used

The study sought to explore pedagogical methods for supporting learners with disabilities. Data from the field shows that all 22 teachers participated in the study through semi-structured interview. When asked to identify the pedagogical methods used to support pupils with learning disabilities (Table 2), 19 teachers (86.4%) identified discussion as a common method while 21 teachers (95.5%) mentioned demonstrations.

Discussions as a Pedagogical Method

Results of the study revealed that 86.4% of the participants identified discussion method as one of the common pedagogical approaches employed in teaching pupils with learning abilities. One of the participants reported,

> We utilize discussion as a central teaching method to encourage active learning and critical thinking. Discussion fosters a dynamic classroom environment, where pupils can engage with the material and each other in a meaningful way. By integrating group discussions, we not only promote peer-to-peer learning but also help pupils develop important communication and collaborative skills.

> This method allows learners to explore different perspectives and deepen their understanding through dialogue, rather than passively receiving information from a lecture. (Semi-structured interview, Classroom Teacher 3, School E, August 2024).

Likewise, another participant supported discussion, whereby pupils are grouped based on their level of understanding:

> To ensure that discussions are productive and tailored to individual learning needs, we organize pupils into groups based on their level of understanding of the material. This approach allows each group to engage with the content at an appropriate depth, ensuring that all pupils feel challenged yet supported in their learning. When grouping pupils according to their comprehension levels, they are more likely to contribute meaningfully to the conversation, share insights and help one another. The diverse range of perspectives within each group further encourages critical thinking and problem-solving skills, which are essential for academic growth. (Semi-structured interview, Classroom Teacher 7, School G. August 2024).

One participant further argued that discussion as a teaching method provides a guided learning through teacher involvement:

> While the groups engage in discussions, the teacher plays a crucial role as a facilitator, guiding the pupils through the process. The teacher asks targeted questions that encourage deeper analysis and reflection, helping pupils explore the material from various angles. This interactive method allows for real-time feedback and clarification of concepts, ensuring that misunderstandings are addressed promptly. By guiding the discussions, the teacher creates a supportive environment where pupils feel comfortable expressing their thoughts, asking questions, and refining their understanding collectively. This collaborative approach enhances the overall learning experience and helps solidify pupils' grasp of the subject matter (Semi-structured interview, Classroom Teacher 13, School A. August 2024).

Another participant argued,

> The discussion method plays a significant role in teaching pupils with learning disabilities, particularly when combined with tactile learning experiences. For pupils who are blind, using real objects that closely resemble the actual things being taught can make a significant difference in their understanding. For example, when teaching geometry, a teacher might use physical objects like books or cutout shapes for the pupils to touch and feel. When teaching about shapes like a triangle, the teacher can place an object that mimics the shape in front of the student, allowing them to understand its structure through touch. This hands-on approach, combined with detailed verbal explanations, ensures that pupils with visual impairments are fully engaged and able to participate in the learning process (Semi-structured interview, Classroom Teacher 2, School A. August 2024).

Likewise, another respondent reported the following:

> In addition to tactile engagement, discussion is a crucial pedagogical method that promotes active learning. Through discussion, pupils can express their understanding and ask questions while teachers can provide immediate feedback and clarification. This interactive method encourages pupils to reflect on the material and helps solidify their comprehension. In the classroom, teachers further utilize question-and-answer sessions to facilitate deeper understanding. By discussing key concepts together, pupils can engage with the content in a meaningful way, asking questions and making connections between what they already know and the newly introduced information. This active involvement helps pupils process and retain the material more effectively (Semi-structured interview, Classroom Teacher 9, School C. August 2024).

Finally, another participant had this to report:

> The use of discussion is especially valuable in inclusive settings, where pupils of varying abilities can learn from one another. The integration of pupils with disabilities into regular classrooms allows them to participate in discussions with other pupils, thereby promoting social and cognitive development. Regular teachers are often supported by pupils who help read aloud or assist with specific tasks when needed, fostering a collaborative learning environment. In this way, the discussion method becomes not only a tool for academic learning but also a way to build social skills and peer relationships, creating a more inclusive and supportive classroom dynamic (Classroom Teacher 11, School B, August 2024).

The extracts above show that the use of discussion as a central teaching method in classrooms promotes active learning, critical thinking and collaborative skills among pupils. By engaging in-group discussions, pupils can explore different perspectives, deepen their understanding and enhance communication abilities. Teachers organize pupils into groups based on their comprehension levels to ensure that the discussions are productive and tailored to individual learning needs. This method allows all pupils, regardless of ability, to contribute meaningfully and support each other, fostering an environment of peer-to-peer learning and critical thinking. Teachers also play a crucial role as facilitators, guiding pupils through the discussion process with targeted questions and offering real-time feedback to address misunderstandings and reinforce concepts.

Moreover, the extracts disclose that discussion is particularly effective in inclusive classrooms, where pupils with varying abilities, including those with learning disabilities, can learn together. For example, for pupils with visual impairments, the integration of tactile learning—using real objects that resemble the teaching material—complements the discussion method and ensures full engagement. This method allows teachers to provide more in-depth explanations and enable pupils to understand the material through both verbal and tactile means. Moreover, in mixed-grade classrooms, pupils with disabilities benefit from engaging in discussions with their peers, helping to build social and cognitive skills. This approach not only enhances academic understanding but also fosters a supportive and inclusive classroom environment where all pupils, regardless of ability can thrive.

Demonstration Method

Table 2 indicate that 95.5% of the participants identified the demonstration method as most important. One of the participants stressed the fact as follows:

> Demonstration as a teaching method is crucial, especially for pupils with learning disabilities. The core idea behind it is that pupils understand better, when they can see and experience what is being taught. For example, when teaching about the solar system, simply describing the sun and planets is not enough. Teachers need to demonstrate the concepts with real-life examples or visual aids, helping pupils connect abstract knowledge to something tangible. This kind of demonstration, using both verbal explanations and visual representations makes learning more accessible and engaging (Semi-structured interview, Classroom Teacher 17, School F. August 2024).

Another participant reported the following views:

> Yes, I completely agree. But I think we also need to highlight the importance of demonstration method, using multiple modalities. For example, when teaching basic math skills like addition, demonstrating the concept with physical objects like counting blocks is key. Pupils can physically manipulate the objects, which help them visualize and understand abstract concepts like 'one plus one. Repetition, combined with visual and hands-on demonstration, deepens their understanding. It's all about providing different ways of engaging pupils, especially those with disabilities (Semi-structured interview, Classroom Teacher 14, School G. August 2024).

Another participant reported the use of discussion as follows:

> Absolutely! And I want to stress that demonstration should be multimodal. It is essential to use different methods throughout the lesson. Whether its visual aids, physical objects or group work, pupils

benefit from experiencing the material in a variety of ways. In-group activities, demonstrating the process allows pupils to not only learn by doing but also by observing their peers. This social learning aspect strengthens their comprehension, and using multiple modes of demonstration ensures that all pupils can access the content in ways that best suit their learning needs (Semi-structured interview, Classroom Teacher 12, School H. August 2024).

Stressing on the importance of demonstration method, a participant was of the view that:

> Right, and for pupils with hearing impairments, demonstration becomes even more important. Teachers use visual aids, sign language and sometimes even videos to demonstrate concepts clearly. For these pupils, visual materials often become more meaningful than auditory explanations. By combining sign language with other forms of visual demonstration, teachers create a richer, more tangible understanding of the lesson. This is particularly important for pupils who rely more on visual and tactile information rather than auditory input (Semi-structured interview, Classroom Teacher 14, School G. August 2024).

Another participant argued as follows:

> Yes, and what's critical here is that different pupils respond to different modes of demonstration. Some might grasp concepts better through visual representations while others may need more hands-on, tactile experiences. I have seen classrooms where teachers use not just pictures and videos but also physical objects that pupils can engage with directly. For instance, when teaching social studies, demonstrating a map alongside a video or group discussion makes the content more tangible and engaging for everyone (Semi-structured interview, Classroom Teacher 8, School B. August 2024).

Supporting on the power of the demonstration method in inclusive setting, one participant stressed,

> Exactly! The power of demonstration becomes even clearer in-group activities. When pupils experience the material through multiple channels—whether it is demonstrating a process verbally, visually or physically—they internalize the content in a deeper way. This is especially important in inclusive classrooms, where pupils have a wide range of learning needs. A deaf student, for example, can benefit from a demonstration that includes visual aids and tactile learning experiences, providing them with multiple ways to engage with the material (Semi-structured interview, Classroom Teacher 19, School H. August 2024).

One respondent further reported,

> That is right. The key point here is that demonstration, when done using various methods—whether visual, auditory, tactile, or social—addresses the diverse learning needs of all pupils. For example, with deaf pupils, a demonstration using sign language alongside visual aids helps create a fuller understanding of the lesson. For others, it might mean offering physical interaction or peer-based learning. Each form of demonstration adds a layer of comprehension, making the content more accessible and inclusive (Semi-structured interview, Classroom Teacher 7, School E. August 2024).

Finally, a participant added,

> I would also add that demonstration is not just about engagement; it is also about assessment. Teachers can gauge pupil understanding by how they respond to different forms of demonstration. For instance, if a pupil does not seem to respond well to a visual demonstration, a teacher might try a hands-on approach, instead. By using multimodal demonstration, teachers can quickly assess whether a pupil is understanding and adjust their teaching methods accordingly. The beauty of demonstration is that it is flexible. It can be adapted to meet the needs of each student. By using different modalities, teachers can ensure that every pupil is engaged and able to connect with the material. Whether through visual aids, hands-on activities or

social interactions, demonstration allows for a personalized approach that helps all pupils succeed." Classroom Teacher 15, School C. August 2024).

Overall, the extracts show that demonstration is a vital teaching method, especially for pupils with learning disabilities, as it bridges the gap between abstract concepts and tangible understanding. Teachers use visual aids and real-world examples to make abstract concepts more accessible, such as when teaching the solar system or math skills like addition. For example, teachers often use physical objects or counting blocks to demonstrate foundational math concepts, enabling pupils to engage visually and physically with the material. Repetition and hands-on practice are crucial in ensuring that pupils, particularly those with disabilities, can connect theoretical knowledge with real-world experiences. Group activities also enhance the demonstration method, as peer interactions provide additional opportunities for learning and reinforce the concepts being taught.

For pupils with hearing impairments, demonstration methods are tailored to incorporate visual aids, sign language, and other teaching tools to enhance comprehension. Visual materials such as pictures, drawings and audiovisual aids play a critical role in creating a tangible connection to the lesson. Sign language is frequently used alongside these visual aids to ensure clear communication, helping pupils grasp concepts more effectively. In addition to these tools, teachers use projectors and detailed illustrations to contextualize lessons and relate them to pupils' everyday experiences. Teachers also rely on assessments to gauge comprehension, observing pupils' behavior for signs of understanding or confusion. This real-time feedback allows teachers to adjust their methods and provide the necessary support to ensure all pupils, including those with hearing impairments, understand the lesson. Demonstration, when combined with individualized attention and collaborative learning, fosters an inclusive environment where all pupils can thrive.

The study highlights the critical need for diverse pedagogical methods in teaching learners with learning disabilities. Approaches such as discussions, presentations, demonstrations and task-based activities are essential in addressing the varied cognitive and sensory challenges faced by these learners. A one-size-fits-all approach is inadequate, as each student with special needs requires individualized support tailored to their specific learning profile (Chekan et al., 2023; Fuertes et al., 2008). Recent studies emphasize the importance of personalized learning strategies to meet the diverse needs of students with disabilities, supporting the notion that educators must be flexible and adaptive in their teaching practices. Curriculum modifications, including differentiated tasks and varying the pace of instruction, are necessary to ensure that each pupil receives appropriate challenges without being overwhelmed (Bozkurt & Bozkurt, 2021). These tailored modifications create an inclusive learning environment where students of all abilities can thrive.

Another key finding from the study is the importance of adaptable teaching strategies, especially in classrooms that include students with varying disabilities. Inclusive education requires a mix of teaching approaches that respond to the strengths and weaknesses of individual learners (Johnson & Lee, 2024). Teachers should have a repertoire of strategies to draw upon, rather than relying on a single method.

This adaptability extends to the use of visual materials, particularly for students with hearing impairments, as visual aids like videos, diagrams, and sign language help ensure these learners are fully included in classroom activities (Fuertes et al., 2008). Moreover, the study emphasizes that inclusive pedagogy is not only about academic support but also about fostering a sense of belonging. Those teachers, who create a supportive and accepting classroom culture, where diversity is celebrated, promote both academic and social success for students with learning disabilities (Bozkurt & Bozkurt, 2021).

The study further underscores the value of real-life learning experiences and task-based activities in engaging students with learning disabilities. Using concrete, real-world examples, such as teaching math with everyday objects like coins or food items, helps learners connect abstract concepts with practical experiences (Chekan et al., 2023). Similarly, incorporating life skills into the curriculum provides learners with valuable knowledge that extends beyond academics. Collaborative learning, where learners work together on tasks enhances understanding and critical thinking as learners with learning disabilities can benefit from peer support and interaction (Harris & Clark, 2021). The careful

selection and adaptation of learning materials are crucial to ensuring that all students, regardless of ability, can access and engage with the content. The use of multisensory approaches benefits students with a range of disabilities, including dyslexia, autism, and cognitive delays (Brown & Patel, 2024).Ultimately, inclusive education aims to integrate students with special needs into regular education systems, fostering academic and social inclusion for all learners. This approach not only benefits learners with disabilities but also promotes empathy and collaboration across the entire class (Taylor & Adams, 2024). The study's findings reinforce the growing consensus that effective inclusive education requires flexible, responsive teaching methods that meet the needs of all students, ensuring equity and success for every learner (Harris & Clark, 2021).

Conclusion and Recommendation

Conclusions

The study concludes that effective pedagogical methods for learners with learning disabilities must be diverse and adaptable to address their unique challenges. By incorporating a range of strategies—such as discussions, demonstrations and task-based activities—educators can create flexible learning environments that meet the individual needs of students with special educational needs.

The findings underscore the importance of curriculum modification, visual aids and real-life examples, all of which enhance understanding and align with inclusive or differentiated instruction. While progress in inclusive education is evident, the study revealed that more effort is needed to consistently adapt teaching methods and materials to foster equity and engagement for all students, especially those with learning disabilities. Furthermore, teachers' ability to create inclusive, responsive classrooms is essential for promoting both academic and social integration. Challenges remain in the implementation of these strategies, particularly due to the lack of standardized methods and the complexities of balancing individualized learning with the broader curriculum. Thus, continued teacher training and systemic support are necessary to overcome these barriers and ensure the success of inclusive education practices at both classroom and policy levels.

Recommendations

To improve the learning experience for learners with learning disabilities, schools must prioritize curriculum modifications and differentiated instruction by adapting teaching materials, assessments and activities to meet diverse learning needs. Ongoing professional development for teachers is crucial, with a focus on inclusive education strategies, assistive technologies and differentiated teaching techniques. Additionally, incorporating visual, interactive and real-life materials can make lessons more accessible and engaging, particularly for learners with sensory and cognitive challenges.

An inclusive classroom environment that fosters social integration and academic success is essential, and collaborative learning where learners with and without disabilities work together can promote empathy and peer support. Flexible assessment methods, such as oral presentations, projects or alternative forms of written work, are vital in allowing learners to demonstrate their understanding in various ways. Schools should therefore invest in additional resources, such as special education professionals and assistive technologies, to ensure that all learners receive the support they need.

Finally, fostering a culture of inclusion requires the active involvement of teachers, parents and the broader community. Therefore, schools should engage families and local organizations to reinforce learning both at home and in school, while policy development should ensure adequate resources, training and support for sustainable inclusive education practices. By cultivating an environment that values diversity and supports every learner, schools can ensure that learners with learning disabilities have the opportunity to succeed academically and socially.

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