

Editorial

The Journal for Researching Education Practice and Theory (JREPT) presents another issue that shares research and reflections from practitioners and students on their practice and understanding of aspects of education practice. Paper 1 presents findings from a research study that investigates the effect of teachers' attitudes on the learning of students with dyslexia in public and private secondary schools in Benin City, Edo State. A descriptive survey research design was adopted, involving 120 teachers (60 from public schools and 60 from private schools) selected through stratified random sampling. Data were collected using the Teachers' Attitude and Dyslexia Questionnaire (TADQ) with a reliability coefficient of .82. The findings from the study show that teachers' overall attitudes toward students with dyslexia were moderate, with private school teachers exhibiting more positive attitudes compared to public school teachers. The independent t-test showed a significant difference between the two groups, $t(118) = 4.21, p < .01$. Regression analysis further indicated that teachers' attitudes significantly predicted students' learning outcomes, $F(1, 118) = 32.13, p < .001$, accounting for 21% of the variance ($\beta = .46, p < .001$). The paper concludes that teachers' attitudes substantially influence the learning experiences of dyslexic students, with systemic disparities between public and private schools shaping these perceptions. It is recommended that regular teacher training, policy interventions, resource provision, and awareness campaigns be prioritized to promote inclusive education and reduce stigma surrounding dyslexia in Nigeria. The second paper explores educational leadership styles practiced in multicultural for-profit schools in Sharjah and key challenges and opportunities school leaders deal with in order to improve leadership practices. Based on an integrative literature review approach and document analysis, a total of 20 relevant documents including book chapters, dissertations, peer-reviewed

articles, policy documents from the UAE context and other relevant documents were reviewed and synthesised. Outcome of the review shows that while transformational, transactional, and distributed leadership styles are most used, school leaders navigate complex cultural diversity, regulatory constraints, business requirements, and intense competition environment. However, the review outcome also identifies opportunities for improvement, such as investing in professional development focused on cultural competence, empowering middle leaders and using technology. The paper recommends that school leaders in Sharjah should remain adaptable, empathetic, and committed to ethical and inclusive practices to effectively lead in multicultural environments. Paper three examines influence of culture on school leadership in the United Arab Emirates (UAE); a country noted for its cultural diversity that is evident in most aspects of its life especially, in the education sector. Hofstede's cultural dimensions and the GLOBE study framework are used to underpin the theoretical base for the study. Based on a qualitative research method, a systematic literature review and analysis of research articles, UAE specific case studies and policy documents were used to generate data to answer the research questions. The findings of the review showed that there are notable differences between Emirati and expatriate school leadership practices. The analysis highlights the difficulties many school leaders face due to cultural expectations and recommends responsive leadership approach as a potential most effective model in culturally diverse countries like the UAE. The paper recommends that more relevant professional developments on cultural awareness should be organised for school leaders and policy makers in the sector. The final paper in this issue focuses on understanding the curriculum and policy experience of Singapore in its 40-year experience in gifted education and the potential benefits of the experience for global cities like Dubai who seek to balance excellence and equity in gifted education. Through a qualitative documentary analysis, this paper traces the historical evolution of this transition, using curriculum innovation theories which includes Tyler's rational-linear model, Stenhouse's

process model, and Tomlinson's differentiation theory- as an analytical lens. Outcome of analyses indicate that the move from a centralized model (GEP) to a decentralized model (HAL) aims to broaden access but introduces significant risks, including the dilution of academic rigor, systemic gaps in teacher readiness for differentiation, gift and talent identification criteria, and the potential for Singapore's competitive "kiasu" culture to undermine the reform goals. However, the paper concludes that while HAL represents a necessary and ambitious step towards democratizing the design of the gifted education curriculum, its success is dependent upon overcoming profound pedagogical, structural, and cultural barriers.