Self-esteem has been one of the most researched issues in educational psychology. In recent times, there has been a growing interest regarding the affective aspect of dyslexia. Empirical evidence suggests that students with dyslexia manifest lower self-esteem. Therefore, it was deemed vital to further explore what has been and can be done to address the issue, especially by teachers who play an important role in the lives of children with dyslexia. The aim of the present study was to investigate the roles teachers play in enhancing self-esteem of students with dyslexia aged 14 and 15 years in basic schools. The research question that guided this study was “What role do teachers play in enhancing self-esteem of students with dyslexia in the lower secondary level?” with special focus on students’ perceptions regarding their self-esteem, teachers’ perceptions regarding their students’ self-esteem and the strategies teachers used to enhance self-esteem of students with dyslexia. Seven students and eight teachers from two basic schools participated in this qualitative case study employing an interpretive and exploratory approach. Students’ self-esteem was measured using the 10-item Rosenberg Self-esteem Scale. Data was also solicited using document analysis, semi-structured interviews and semi-projective tasks such as Three Magic Wishes Task and Describing Dyslexia as a Metaphor Task. As for teachers, semi-structured interview was the primary research tool.