



IN Focus

PARENTAL INVOLVEMENT IN STUDENT ENGAGEMENT

What if you were offered a 'magic-pill' that would spell confirmed success for your child as well as his/her peers.... would you be ready to consider the pill?

Ever since studies have emerged focussing on *child development and student success* in schools, researchers have pointed to *one key success factor* that rises above almost *all others*, (of kind of school, socio-economic profile, board of education, home background, etc) is: **Parental Involvement**.

Research has further confirmed that the **extent to which schools nurture healthy, respectful & positive relationships with families and vice versa**, makes all the difference. Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills, adapt better to school & life.

Parental involvement also lays the firm foundation for such kids to develop a **lifelong love of learning**, which research say is key to *long-term success*. According to studies based on evidence collected across various types of schools, there are **three vital parent behaviors** that are the *most reliable predictors* of student achievement:

- 1.ensuring a home environment that encourages learning;
- 2.expressing & communicating high, yet reasonable, expectations for achievement; and
- 3.being involved in a child's education at school, in a balanced way.

Simply put, the better the partnership between school and home, the better the motivation, behavior and academic performance of all children and the higher the students' goal achievement.

“ *The most overwhelming key to a child's success is the positive involvement of parents.*
- Jane D. Hull

WONDER WORDS

Parental Involvement: The active participation of parents in their children's education at home and at school, which includes expectations for their child's academic future, helping with homework, and being physically present at school. It can also include volunteering at school, communicating with the school, and participating in school decision-making.

Parental Engagement: The commitment and dedication of parents to their children's learning at home, at school, and in the community, which includes working with teachers to build understanding & deciding on issues pertaining to a child's education.

Home-school Cooperation: A collaborative working relationship between parents and teachers, which involves both parties taking equal responsibility for children's learning & over holistic well-being.

Helicopter Parenting: A parenting style where parents are overly involved in their children's lives. Helicopter parents are often very attentive and over-protective of their children, but this style of parenting can be harmful by

- stunting a child's cognitive and emotional development,
- causing anxiety & lack of confidence
- reducing a child's ability to succeed using their own initiative

*“A child's most important teacher is their parent,
and a parent's most important involvement is in their child's education.”*

QED Talk

NEP 2020's focus on the **ROLE OF PARENTS** in Student Education

MS. FATEMA AGARKAR

Educationist & Co-Founder - Agarkar Centre of Excellence (ACE), KA EduAssociates (a sports education initiative for kids), Vice President ECA-APER. **Awardee** - SME Business of the Year Award Winner 2023, Indian Achiever's Award 2021, Best Edupreneur Award 2019, Young Achievers Award 2017, Giants Group 2012. **Board Member** - EduTech India, Wockhardft Foundation, jury member with Education World Awards



■ How do you define **parental involvement** in the context of a child's education, and what is the metric that differentiates it from **helicopter parenting**?

Nurturing children through childhood to the 'adult' phase requires adults to play an integral part - be it guardians, parents or facilitators in schools/colleges. What this **role transforms itself into at every developmental stage** (Early Years, Primary, Middle and High School) is dependent on the age of the child and variables surrounding the environment. **Childhood is therefore a 'pathway'** to learning, developing life skills, evolving the individual personality unique to the abilities that one is born with, and **requires constant 'intervention' from the adults** who hopefully have the experience and expertise - guiding, mentoring, facilitating and problem solving, providing those key experiences for children to develop. I am careful when I use these words "**parental involvement**", as I always feel the role is assumed to be one of "**direction**" and while I would say through pregnancy (and perhaps the initial 3 months, as the child is gaining confidence), the parent will "direct" and "instruct", the role soon becomes one of **facilitation**. So, **control** which is associated with **helicopter parenting** isn't the ideal. **Direction** is part of this growth phase, but the **manner in which it is communicated is what we would want to focus on as parents**.

The **parent is as responsible** for the academic, physical and emotional well being of the child as would be the school environment embracing the children. It is what most people define as 50:50 partnership, as children embrace formal education. But to answer your specific question, the **parent assuming a "control" approach could rob the child of natural learning experiences**, make them dependent and cripple their cognitive development. Statistics point out that those successful and emotionally balanced adults are a result of experiences that involve time, patience, losses, defeats and risks that are taken, often not resulting in optimisation but an understanding of one's abilities, and also the ability to be able to adapt. **Packing in too much for the "fear of missing out,"** which most helicopter parents feel drives them sometimes **puts pressure on the children**, who have so much to "achieve", that **burn** could be a natural consequence. Parents therefore need to understand that **time for performance is important** and happens when the child is exposed, develops their own passion, desire, finds a balance with needs and wants that are unique to them, enjoys the growing up years, values discipline and dedication as a means to an end, and not pressurised by this, and feels confident of being themselves, as individuals and not 'one among the pack'.

For this, parents need to be confident in themselves, recognise their own aspirations are not to be fulfilled when it comes to their children, defeat is more valuable as a lesson than accolades, and that children need time. Also, there is no end game. The final destination is independence & happiness, which comes in all shapes & sizes, and can't be a benchmark set for the children to achieve.

There is no "metric" or a formula for this because every parent's experiences, expertise and background will be different, every child's growing up days are different and abilities are unique. The key is to **be aware, mindful, watchful, intervene with experts or professionals from time to time, and stay away from comparisons**, especially **social media declarations of "success"**.

If parents can be true to themselves, and **celebrate their children for what they are**, they are likely to have **strong bonds with their children** and science has time and time again emphasised how this is the foundation they need.

■ In your experience, what are the **key benefits of parental involvement in school activities and events on students' academic performance and overall engagement?**



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There is no school equal to a decent home and no teacher equal to a virtuous parent.

- Mahatma Gandhi



Being aware, and celebrating the growth as a parent is a strong confidence booster for the child. So simply put instead of declaring your child as the next prodigy in academics or co-curricular activities, structure the narrative to the effort, dedication and commitment. Acknowledging participation and not performance, it gives children the sense that they are not “performers” but individuals whose effort was appreciated, and they are as loved if they got a 100% or 50%, because they tried.

This social emotional foundation leads to more risk-taking abilities, better focus, a balance, more confidence and a well rounded personality.

It's what shapes their personality, helps them deal with defeat with the same emotion as success, it grounds them, it helps them feel like they belong without being judged when they parents discuss and speak about their participation, and how they can improve and what support the children would like, putting them in the drivers seat and allowing them the ability to make decisions.

■ **How can parents create a supportive home environment that fosters engagement with schoolwork, and what specific strategies do you recommend??**

Structure works beautifully! We call these ‘essential agreements’ in schools, when teachers and students at the start of the year, lay down their expectations and work on a routine that shows respect for both stake-holders. So what parents can do is work on a structure that focuses on - healthy sleeping habits (night sleep), eating habits and physical activity daily. Physical activity before meals aids to consumption that is then mobilised into active energy be it in the morning before breakfast and school, evening meals after play time. A regular “window” for home-work should be consistent after the child returns, and has time to unwind after a 7 hour school day, refreshed after a quick wash and recreation time and snack.

If parents can be around during the home-work hour this would be ideal, but even if parental supervision is not possible, it would be nice to face-time and motivate them to understand what is due, and help them plan their submissions. Also checking in on what they need support with, where they feel they did not understand - so as a parent you can either intervene or have the children approach their own teachers for help. This helps you as a parent to not “take-over,” but support your child, also giving a clear message to the child that you are not judging or disappointed and that you are willing to help.

This also means that too many after school hour classes will need to be discouraged, the tuition culture ditched completely! If, as parents, you have identified a school that has a good team and vision, you need to work with the school and not indulge in parallel education for your child after school hours. This is draining, and helps no child, and robs them of their time to pursue their own passions. Let's not also downplay the social skills element which is so important when they get that garden time which is not “class.” They need to mingle and forge friendships which is such an important part of communication skills.

Reading with your child daily is a must-have strategy as is spending at least a few hours every week playing or participating in an activity that the child enjoys; not what you think will give the child a head-start in life! It is important for children to be able to see you as the parent that is also respectful of their needs and wants, and willing to walk the mile with them. So, when you set rules for them about timing, discipline, they are more likely to accept and less resistance than when you lay down the law! It is about communication channels, and to keep these channels open, one needs to set the structure that is healthy and open!

■ **What are some common barriers that prevent parents from becoming more involved in their children's education? How can schools help mitigate them?**

Schools need to be more compassionate about the parents, and their schedules. Some suggestions to help managements:

- Well communicated plans of the year ahead with orientations detailing the curriculum, assessments, home work expectations and also the events. This done prior to a school start, helps parents plan in advance

- Use of technology to communicate, giving working parents the flexibility of listening in to on-site discussions to ensure participation
- Regular updates about the progress through MIS instead of just 4 Open Houses. Parents can “check-in” and understand where the child needs to be supported
- Regular newsletters
- Workshops for parents specifically addressing challenges of the age-groups and guiding them on what can be anticipated in terms of developmental changes

To answer your question, parents are not the experts, and need to have clarity, direction and also guidance. Some times, it is a language barrier, sometime it is personal expectations that work against the school vision, sometimes it is lack of time on part of the parents given their schedules.

Schools need to be mindful that parents need a rationale, and some compassion when it comes to orienting them about the program and this requires constant communication.



■ **How should schools assess the impact of parental involvement on student engagement, and what indicators should they look for to measure success?**



The way I see it, parents have trusted the school with their child. But assessing their involvement is a really difficult question to answer for someone who has the luxury of time to partake in discussions and events, cannot be judged with the same yardstick as parents who have to travel on account of work etc. However, if the child is consistently not submitting home-work, is not meeting any standard of improvement in assessments, is socially distant and emotionally insecure, we would need parents to be communicated with, and parents need to be responsible for the children as much as the school.

Frequent discussions, as mentioned before, Parent Teacher Meetings (using the comfort of technology), and constantly updating and understanding the family situation will help set a structure in place that will aid the child.

There is no specific formula for this, and no two parents can ever be evaluated in this manner, so the school will do well to have a system of communication in place to factor in every type of parent.

“

The role of both parent and teacher is to enable and to help the child to educate himself, to develop his own intellectual, moral, aesthetic and practical capacities and to grow freely as an organic being, not to be kneaded and pressured into form like an inert plastic material. - Sri Aurobindo

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■ **As a parent, your final take on the form of Parental Involvement that you find most impactful for your child's engagement.**

What really got me grounded was listening to my child - and at times, this was hard for some decisions would not work out favourably, but respecting that these life lessons would play a part in his development.

Also, I think I was always open to taking help from family, friends, experts to help navigate the process for him which has helped but always making a decision based on what we discussed jointly. From an early age, we communicated expectations, perhaps deferred on what needed to be done, but always backed him about his choices, even though at times we knew he would not make it. For me personally, and my husband Ajit, it would be important that our son could come home and tell us the truth, however disappointing we may be, trusting that we would not judge. This helped him feel more confident, and knowing that his parents have his back is every child's dream. We wanted to be our son's greatest cheerleader and we are grateful that his values today as a result of this.



It boils down to communication, being open minded, being willing to “break-the-chain” & standing out, than be one among the herd! ***

The **March 2025** issue is based on the theme - **Looking ahead at AY 2025-26**. Please send your contributions - an effective classroom strategy / class humour / vocab word / a featured article / book titles, etc. related to the theme to - team@qedrak.com

FOR PARENTS

Parental Involvement : Practices, Improvement Strategies and Challenges

- edited by **Nurit Kaplan Toren & Gertina J. van Schalkwyk**

A collection of papers by different authors, focusing on different challenges and practices to obtain greater involvement of parents in the schooling of children and youth. It covers the *unique and complex patterns of parent-school relationships* pointing out 2 significant areas where parents should become involved, namely *home-based* and *school-based*. They point out macro and micro antecedents of parental involvement supporting their children towards achieving success, both at home and at school. With up-to-date research findings, the authors espouse their viewpoints from the perspective of *parents, teachers, and students* - both in home and school. They advocate the belief that *strengthening parent-teacher relationships* promotes child development & success in school and in life.



FOR SCHOOLS

Fostering Parent Engagement for Equitable and Successful Schools:

Leader's Guide to Supporting Families and Students

- edited by **Patrick Darfler-Sweeney**

Designed for district and school leaders, this book unpacks what we have known for a long time: *parents are the primary teachers of their children*. It explores how schools can improve their relationship with parents and caregivers to develop a more equitable educational environment for all students. Full of real-world examples, reflection questions, "Actionable Ideas" checkpoints, and additional resources, this valuable resource encourages reflection while challenging leaders to improve and leverage parent and caregiver involvement in their children's education, as a function of effective education and not compliance.

Navigating the **DON'Ts** in Parental Involvement

Being an *involved parent* is a cornerstone of a child's educational journey. A supportive and engaged home environment can significantly impact a student's academic success, emotional well-being, and overall development. However, the *path to parental involvement isn't always straightforward*. There are specific behaviors and attitudes that, while potentially well-intentioned, can inadvertently hinder a child's progress and strain the crucial relationship between parent, child, and educator. This article outlines several pitfalls to avoid in order to foster a truly beneficial partnership.

First and foremost, it's essential to understand that *involvement isn't about taking over*. It's about *supporting, guiding, and collaborating*, and being mindful about what **NOT TO DO**:

- **Don't be overly critical of the teacher or school:** Constant *negativity, complaints, or public criticism* of teachers or school policies *create a hostile environment and erode trust*. This makes effective communication and collaboration with educators significantly more difficult. Remember, teachers are professionals dedicated to your child's learning. Approach any concerns with a collaborative and solution-based mindset.
- **Don't micromanage your child's work:** While providing support is essential, *avoid doing your child's homework for them or intervening excessively* in their assignments. This robs them of opportunities to learn from their mistakes, develop problem-solving skills, and build confidence. *Encourage independent effort* and provide guidance when needed, not the answers.
- **Don't dismiss your child's feelings or concerns:** Listen actively to your child's experiences and *validate their emotions*, whether they are related to academic challenges, social issues, or classroom dynamics. *Dismissing their concerns can lead them to shut down*, preventing them from seeking help when needed.
- **Don't compare your child to others:** Every child learns and develops at their own pace. *Constantly comparing your child* to their siblings, classmates, or other children in your social circle *can create unnecessary pressure, damage their self-esteem, and undermine their individual strengths*. Focus on celebrating your child's unique abilities and progress.
- **Don't overload your child with extracurricular activities:** While enriching experiences are valuable, an *overscheduled child can become stressed and overwhelmed*. Ensure your child has adequate time for rest, play, and unstructured activities. *Prioritize quality over quantity* in extracurricular pursuits.
- **Don't fail to communicate with the school:** Regular communication with your child's teachers is vital. *Attend parent-teacher conferences, annual events, respond promptly to emails and messages*, and utilize available communication tools. Staying informed about your child's progress, challenges, and successes allows you to provide informed support.
- **Don't make the school your child's enemy:** Speak respectfully about the school and teachers. *Do not bad mouth teachers and schools in front of your children*. Children learn by example and this could inadvertently lead to them viewing the school as something to be feared or something that cannot be trusted.

In conclusion, successful parental involvement requires *a delicate balance of support, guidance, and respect*. By consciously avoiding these pitfalls, you can foster a *positive and productive partnership with your child's school*, enabling your child to flourish academically, emotionally, and socially. Remember, the goal is to *empower your child*, not to *control* their educational experience. ***

Humour in the Classroom

Why humour?

Wouldn't you agree that children's giggles have the most uplifting sound in the world?

Humour also goes a long way in breaking the ice - in a new classroom or with some new students or in awkward situations. Storytelling and constructive humour are powerful tools that can turn your classroom into a chuckle factory.

One of the best ways to get the attention of your learners in the classroom is to use humour. Apart from being a stress reliever, humour and laughter are known to have the power to promote positive learning. Once you've captured your learners' attention, it is fairly simple to sneak in other topics and life skills such as critical thinking, social awareness or talk about values.

HOW?

TIPS

Wear your school face

Leave your stresses and your fights and your struggles outside the gates of the school when you walk in each day.

Surprise

Walk into class with a hat or a different pair of glasses or a different voice or some element that can draw the attention of the students without being too disruptive. Add some fun to your tests and assessment papers too.

Stay Relevant

Listen to what the students are talking about. Watch some of the shows/movies that they're into, just so that you can relate to them better. Imagine how they will react if you actually bring up a joke/reference from that popular show when you're teaching. It will motivate them to sit up and listen to you and also remember better.

Use self-deprecating humour

Jokes that are targeted towards yourself. They work best if you're not sure whether a sensitive topic might hurt the feelings of a student in your class. Laughing at your own mistakes goes a long way to show how humble and human you really are.

Thursday Tongue Twisters

Read some tongue twisters. Encourage students to find tongue twisters in their own languages or foreign languages too. Recap them at the end of the day and see how many remember. You can even use some difficult-to-pronounce words from your academic work and put them in a sentence.

An example:

Quadratic equations and cryptic crosswords consequently cause a concussion.
(From LaughOKPlease - Scholastic)

Friday Frenzy

Limericks can be used. Many topical limericks are available on the internet, and kids can create their own or in a group.

An example:

To cure his sore throat, my giraffe
Drank piping hot tea from a carafe.
But his throat was so long
That it cooled the Oolong
By the time it had reached the bottom half.
(From LaughOKPlease - Scholastic)

The benefits are limitless!

"HA
HA"
HA"

Smile, laugh and have fun with your class each and every day.

Humour in the classroom is like the *secret ingredient* in a recipe—it can make everything a little more enjoyable and easier to digest. A well-timed joke or playful comment can break the ice, ease tension, and turn even the driest subject into something a bit more fun. When used appropriately, humour can also enhance understanding by simplifying complex concepts and making lessons more relatable and memorable. It helps students feel more at ease, sparking their curiosity and making them more likely to engage. After all, *who said learning can't be a little laugh-out-loud fun?*

This *pictorial guide in 3 pages*, is a sharing by parent-educator - **Ms Shachii Manik**, on the importance of this *magic potion!*

"He who laughs, lasts!"

Monday Madness

"A funny thing happened on the way to school" - Silly stories sell well. Relate a funny incident or story, you can always make something up or ask the students to share. There will be days when no one has anything to share. You can have a few funny incidents handy to narrate on such days. You can keep a Jest Chest in the classroom where people can write and put in some funny stories (psst... even your most reluctant writer might pen down a few lines for this container). It could as well be a Funnies folder on your smart board.

Tuesday Treats

Read a funny poem - It's even better if the poem is related to a topic that you're working on in class. There are thousands of amusing poems on the internet and in books in the library. You can even ask students to bring one to class / write one themselves.

As a Std III student once wrote:

One day as I sat in the loo,
In came a cow who said, "Moo".
I said to the cow "Shoo, shoo!"
This loo is not meant for two!"

Look for poems by Sukumar Ray, Vikram Seth, Kenn Nesbitt, Bruce Lansky, Shel Silverstein, TS Eliot and many more...

Wednesday Wit

Have a riddle for the class to solve. Jokes and riddles pave the way for unconventional thinking. They could have multiple acceptable responses. It could lead to teamwork in trying to work out the answers, encouraging and supporting classmates with each new answer shared. As students begin to understand the more complex humour of jokes, they can be encouraged to find and share jokes related to the content being studied, as well as to create their own. We are privileged to be a multilingual community. Leverage this advantage and make jokes in various languages.

Finally, incorporating humour into both the classroom and home environment is essential for teachers to foster a sense of joy and balance in life. By embracing it, teachers not only create a positive and engaging learning atmosphere but also set an example for their students to approach challenges with a lighter heart. This playful perspective encourages creativity, reduces stress, and enhances connection between teachers and their students. When humour becomes a natural part of daily interactions, it ensures that everyone involved looks at life not just with purpose, but also with a touch of fun 'n frolic, making every moment brighter & more memorable. ***

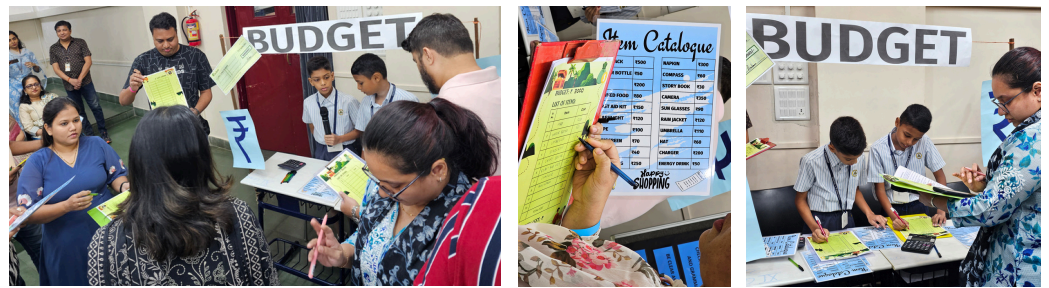
(On the last page, do read a related article by Indrani Bhattacharya which appeared on 11.02.2025, in Wednesday Times.)

A showcasing displaying students of **Gr.4** in action, applying their learning for **presentations, drama, games & parent activities.**

INTEGRATED UNIT on Communication, Budgeting, Transportation, Delivery Systems & more!



Free thinking, creativity & group consensus - evidenced in the **Mind Maps** of 3 different sections



Parents Plan a Trip **Budget**, marking list of items based on the unit rate.

Students check the budget totals.



Parents **Communicate** (dumb charade) the budgeted items to their team members; who collect+collate them in a bag. Re-Checked by students.



Based on the remaining budget, Parents select the mode of **Transportation** & race (guided by coloured pathways) towards delivery.



The **Delivery** agents, ask a **final Riddle Qs** (like an OTP). Team with the highest points won **treasures** from the chest!



Student Panelists answer questions asked by Parents on any aspect of the theme, based on cue-chits that were passed around.



Making Learning Visible and understandable for all! -Charts, 3D models, artworks, creative writing & more.

Feedback - vide email or postcard!

From page 6

Wednesday Times

Indrani Bhattacharyya
Headmistress,
Krishnagar Public School,
Nadia, West Bengal

Laughing Your Way to Better Grades - The Role of Humour in Education

As I sit to write this, I am reminded of a student who once quipped, "Ma'am, if we could laugh our way to exams, I would surely be the topper!" Well, here's some food for thought: what if humour could be the secret ingredient to academic success? Especially in the Indian classroom, which is more often than not a lively medley of diverse backgrounds and bubbling aspirations, humour more just an interlude – it is an instrument. Let's dive into the serious business of laughing.

Humour is often misunderstood as a frivolous distraction, a momentary giggle that disrupts the flow of serious learning. However, research paints a dramatically different picture. Neuroscientists have found that laughter releases endorphins, which reduce stress, improve mood, and promote overall well-being. In the context of education, this translates to students and teachers who are more relaxed, receptive, and engaged.

For the CBSE curriculum, where the rigour of studies coupled with frequent analytical and critical thinking sometimes weighs heavy, a touch of levity can work wonders. A good joke about Pythagoras' obsession with triangles or a pun on whether Robert Frost would still take the road less travelled, if he had access to Google Maps can make abstract concepts relatable and memorable.

Managing a noisy classroom is an integral part of the teaching job. Sometimes, it feels like herding cats – loud, restless, and entirely uncooperative. This is where humour can transform chaos into calm. It can be a gentle yet effective way to regain control. Instead of reprimanding a noisy class with stern words, a witty remark often catches students off-guard and redirects their attention. A long-time colleague, faced with a particularly chatty Grade 8 class, had once said, "Wow! This is starting to sound like a Parliament session. Should I call for a vote, or can we get back to Maths?" The ripple of laughter was followed by silence and the lesson then continued smoothly.

Humour not only diffuses tension, but it also creates a positive atmosphere where students feel respected rather than reprimanded. It sends a subtle message: 'I understand your energy, but let's channel it productively.'

In the Indian context, where education often leans towards rote learning, humour offers a refreshing shift. Consider this: When a teacher cracks a joke about Mangal Pandey being the 'original influencer' of 1857, it not only sparks laughter but also anchors a historical fact in the students' minds.

Instead of recurrently losing temper, and thereby the bond with the learners, teachers can weave humour into lessons to create what I fondly call 'laughing matter.' Imagine teaching Science to Grade 9 with the



phrase, 'Global warming is no joke...except when the polar bear asks for sunscreen.' Suddenly, climate change becomes a relatable and engaging topic.

Academic pressure is a real concern, especially in the senior classes. A light-hearted environment can ease tension, helping students approach their studies with a calm mind. Laughter also breaks down barriers. In a classroom where students come from diverse socio-economic backgrounds, shared humour fosters a sense of belonging and camaraderie. Ever noticed how the funniest students are often the most imaginative? That's because humour encourages divergent thinking – a skill invaluable for problem-solving and innovation.

It is not just students who benefit from humour – teachers do too. The staffrooms that often abuzz with laughter, whether it's a witty comment about the perpetual confusion between 'there,' 'their,' and 'they're,' or a shared anecdote about a student's delightfully innocent malapropism, or just a mischievous quirk on a colleague, are often places where teamwork and collaboration thrive. Laughter among teachers is more than a stress-buster – it is a bonding tool. In a profession as demanding as ours, where lesson plans, evaluations, and parent-teacher meetings can pile up, humour provides a much-needed breather. It fosters camaraderie, boosts morale, and creates a collaborative environment where teachers support each other.

For example, during exam season, when tensions run high, a simple tradition like hosting 'Joke of the Day' sessions in the staffroom, can transform the mood, reminding us that a shared laugh is sometimes all it takes to lighten the load.

When students laugh, their brains produce dopamine – a neurotransmitter linked to motivation and long-term memory. Research indicates that students remember lessons better when humour is strategically integrated into the teaching process.

One of my colleagues, a biology teacher while explaining mitosis once said, 'It's like splitting a pizza – except the pizza has DNA and you don't get to eat it.' The laughter that followed, she later relayed, didn't just lighten the mood; it cemented the concept in their minds.

Of course, humour in education is not about turning the classroom into a comedy club. The key lies in balance and relevance. Humour should complement the lesson but not overshadow it. Sarcasm and jokes at a student's expense are definite no-nos.

As school leaders we must encourage teachers to be mindful of cultural and emotional sensitivities while using humour. After all, the goal is to build, not to break.

In an era where education extends beyond textbooks, humour serves as a bridge to 21st century skills. It fosters emotional intelligence, encourages collaboration, and instils resilience. In my career spanning almost a couple of decades, in diverse socio-cultural, geographical background, I have witnessed how a little laughter can transform the classroom into a dynamic, joyful space of learning.

So, dear students, parents, and educators, let's laugh a little louder to learn a little better. Borrowing from the great Charlie Chaplin who once said, 'A day without laughter is a day wasted', we can conclude that a lesson without laughter might just be a lesson half-learned.



Laughter is the best medicine



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