THE GAUDIUM SCHOOL
Sculpting happy minds



PRISM

Grade 2

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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October Edition

Message from the Head of School

Dear Parents and The Gaudium Community,

I am delighted to share with you some of the encouraging highlights of the report issued on Foundational Standards of The Gaudium School by **NEASC** (The New England Association of Schools & Colleges) which '*partners with schools to co-create the future of education through purposeful accreditation focused on high-quality learning for all students*'. Set up in 1885, NEASC serves institutions in over 90 countries.

The Visitors noted that The Gaudium School's vision, mission, and guiding statements are '*widely understood across the community, articulating a clear learning purpose through its pathways and commitment to holistic development. The school demonstrates a shared operational definition of learning that has overarching impacts that shape the learning in the school. Five core developmental pillars help to drive the mission at the school, and the intention of the "Happy Minds Model" is to embed social-emotional wellbeing into learning design, instruction, and school culture'.*

In offering a comprehensive co-curricular sports program as part of its learning opportunities, '*the school cultivates a joyful educational setting for learning.*



Students actively nurture growth outside the classroom alongside their academic journey'.

'The shared understanding of the school's vision for learning is visibly displayed throughout the campus'.
It was heartening that the report read 'Conversations with parents and students indicated that *the strong extra-curricular programs are a part of the reason the school was chosen.* These programs complement the three academic pathways that are offered: the Central Board of Secondary Education (CBSE); the International Baccalaureate (IB); and Cambridge Assessment International Education (CAIE), allowing students and families to choose a curriculum that best aligns with their aspirations and learning needs.

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Message from the Head of School

It was reported that '*The school demonstrates a clear forward-looking vision of learning, and this is evident in its development of a new space exploration program, a dedicated space lab area, art integration, plans for a new design room, and their visiting masterclasses.*'
Academic policies of The Gaudium School 'emphasize inclusion, equity, academic integrity, and continuous improvement for learning.'

The report further stated ' The conversations and documentation show there is a clear structured admissions process, successful onboarding for families, and student support policies that ensure inclusion in learning across all school sections'.

'The Gaudium School creates a holistic learning community that is dedicated to advancing student safety and supporting physical, social, and emotional wellbeing within, and around, their premises. Comprehensive policies and effective procedures ensure a secure learning environment campus wide. Necessary onboarding processes prepare all staff in child protection practices, and community stakeholders consistently express feeling valued, supported, and secure'.

The Visitors very kindly acknowledged the entire Gaudium School community for the very welcoming and hospitable manner throughout the visit. In their words, '**The Gaudium School is a community that actively lives its mission of joyful holistic education' and 'the committed leadership, staff, and students who are dedicated to continually improving learning**' ahead of its accreditation process and the adoption of the ACE transformative framework.

Source: NEASC Foundation Standards Report, 27th October, 2026

While October, the month of festivities comes to a close, we wish our dear parents, students and staff members the blessings of the season of light and the removal of all the darkness from our lives.

Sudeshna Chatterjee
Head of School

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Message from the Grade Level Lead

Nurturing the IB Learner Profile: Shaping Young Minds into Lifelong Learners

Dear Parents,

Greetings from The Gaudium School!

Education is not merely about acquiring knowledge; it is about developing the values, attitudes, and skills that help children grow into responsible, compassionate, and confident individuals. At the heart of the International Baccalaureate (IB) Primary Years Programme (PYP) lies the IB Learner Profile—a set of ten attributes that nurture students to become lifelong learners and internationally minded individuals.

The ten attributes—**Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective**—form the foundation of an IB education. At The Gaudium School, we believe these attributes should extend beyond classroom discussions and become an integral part of how children think, interact, make decisions, and respond to everyday situations.

The Journey of Becoming an IB Learner

In Grade 2, the development of the Learner Profile is woven into everyday teaching and learning experiences through inquiry-based



learning, collaborative activities, storytelling, experiments, discussions, and hands-on explorations.

The Journey of Becoming an IB Learner

As students investigate questions, research information, share ideas, solve problems, and make connections, they develop as Inquirers, Knowledgeable learners, and Thinkers. Group activities and presentations strengthen their communication and collaboration skills, while opportunities to appreciate different perspectives nurture Open-mindedness.

Bringing the Ten Attributes to Life

One of the meaningful practices in our classrooms is encouraging students to co-construct their understanding of the Learner Profile attributes.

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Message from the Grade Level Lead

Through discussions and reflections, students explore what each attribute looks, sounds, and feels like in their everyday lives.

For instance, they demonstrate Caring by supporting their peers, Principled behaviour by being honest and responsible, and Risk-taking by confidently attempting unfamiliar challenges. They become Reflective when they recognise their strengths and identify areas for improvement. Similarly, maintaining a balance between learning, play, and responsibilities helps them develop as Balanced individuals.

Across Units of Inquiry, Language, Mathematics, and creative experiences, students get opportunities to practise these attributes. This helps them understand that the Learner Profile is not simply about remembering ten words but about demonstrating these qualities through their actions and choices.

A Partnership Between School and Home

Developing the Learner Profile is a shared responsibility between school and home. While teachers intentionally create meaningful learning opportunities, parents play an equally important role in reinforcing these attributes through everyday interactions.Encouraging curiosity, appreciating effort, promoting independence, teaching responsibility, respecting different opinions, and modelling empathy and honesty are simple yet powerful ways to nurture these qualities at home.

We encourage families to have conversations with their children about the Learner Profile and recognise the small moments when they demonstrate these attributes. When children see these values being practised by the adults around them, they are more likely to embrace them in their own lives.

Growing Together, Becoming Global Citizens

The IB Learner Profile extends far beyond academic success. It equips students with the confidence, compassion, integrity, and resilience needed to navigate an ever-changing world. As we continue this journey in Grade 2 at The Gaudium School, our endeavour is to nurture learners who are curious, courageous, respectful, responsible, and reflective.

Together, as educators, parents, and students, let us create a community where the Learner Profile is not merely displayed on classroom walls but is reflected in our thoughts, words, decisions, and everyday actions.

"Our goal is not just to educate children, but to nurture individuals who will make a meaningful difference in the world."

Grade 2
Grade Level Lead
Jangili Swetha

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School Philosophy – 5 Developmental Pillars

Mindfulness:

This month, students and teachers continued to strengthen their mindfulness practices through a range of engaging activities designed to promote focus, emotional awareness, self-regulation, and overall well-being. Daily practices such as mindful breathing, mindful movement, five-senses awareness, self-awareness, and mindful thinking encouraged students to pause, observe their thoughts and emotions, and respond to different situations with greater awareness and thoughtfulness. These experiences helped students enhance their concentration, develop self-control, build resilience, and manage their emotions more effectively. Through consistent practice, students contributed to a calm, caring, and positive classroom environment, helping them feel supported, balanced, and prepared for learning.









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School Philosophy – 5 Developmental Pillars

Core Value:

Celebrating Empathy, Gratitude, and Meaningful Connections September was a month of heartfelt experiences that encouraged our learners to appreciate others, understand perspectives, and express kindness in action. As part of our Core Value – Empathy initiative, students led the assembly to explore the importance of recognizing others' feelings and experiences. Through the story "The Invisible Boy" and the inspirational video "Empathy – Best Inspirational Story," learners reflected on how small acts of kindness can make others feel seen, valued, and included.

The journey extended beyond school with the Random Acts of Kindness Challenge, where students helped family members at home and documented their thoughtful actions. These engagements highlighted that empathy is demonstrated through understanding and action. On Teacher's Day, 4th September, students celebrated the special bond they share with their teachers under the theme "Bond of Gratitude – Honouring Those Who Inspire Our Learning." They reflected on the teachers who have guided, supported, and inspired them throughout their primary years. Learners expressed their appreciation through creative activities—crafting gratitude bands with paper and designing heartfelt messages on charts and sheets. These thoughtful expressions showcased the values of Respect, Gratitude, and Empathy, celebrating the people who make their learning journey meaningful. Together, these experiences reminded our learners that gratitude is expressed through appreciation, while empathy is lived through understanding and action.









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School Philosophy – 5 Developmental Pillars

Holistic Excellence:

Learners demonstrated a strong sense of responsibility, creativity, and environmental awareness through their proactive efforts to address the issue of paper cup wastage. They actively participated in meaningful discussions to explore the environmental impact caused by the excessive use and improper disposal of paper cups. Through these conversations, they gained a deeper understanding of the importance of sustainable practices and the role individuals can play in protecting the environment. To further reinforce their learning, students creatively designed and presented awareness posters promoting the principles of **Reduce, Reuse, and Recycle**. Their posters effectively conveyed messages encouraging responsible consumption and environmentally friendly habits within the school community. By engaging in this hands-on activity, learners not only enhanced their communication and artistic skills but also developed critical thinking and problem-solving abilities.This meaningful initiative encouraged students to reflect on their daily choices and recognize how small, conscious actions can collectively make a significant difference in preserving natural resources and reducing waste. As a result, they cultivated a stronger sense of environmental stewardship, empathy towards future generations, and a commitment to contributing positively towards a more sustainable and eco-friendly future.



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School Philosophy – 5 Developmental Pillars

Stakeholder Engagement:

This month was filled with meaningful opportunities to strengthen our school community and celebrate the spirit of togetherness. The Students' Council organised a special Teachers' Day programme to express gratitude and appreciation for the teachers, making the celebration truly memorable.The school also hosted Theatre Day and Student-Led Conferences (SLC), providing students with opportunities to showcase their learning, creativity, and confidence. Parents actively participated in these events and witnessed their children's growth and achievements.As a gesture of appreciation, the School Management organised a special day out for the teachers to Wonderla, offering them a wonderful opportunity to unwind, connect, and enjoy time together beyond the classroom.Through these initiatives, the school community continues to nurture appreciation, collaboration, participation, and strong relationships among students, parents, teachers, and management.



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School Philosophy – 5 Developmental Pillars

Global Leadership:





Students took the initiative to celebrate Language Day, highlighting the importance of languages in connecting people, cultures, and communities across the world. The celebration provided students with an opportunity to appreciate linguistic diversity and understand the significant role languages played in building meaningful connections.As part of the school's Global Leadership initiatives, students explored how learning and respecting different languages fostered international-mindedness, empathy, cultural understanding, and global citizenship. Through their active participation, students demonstrated leadership by sharing their knowledge, celebrating linguistic diversity, and encouraging others to value the languages spoken around them.The celebration served as a meaningful reminder that languages were more than just a means of communication, they are the bridges that connected people and cultures across the globe.







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Learning and Teaching - This Month

Unit of Inquiry
Transdisciplinary Theme:
How we organize ourselves

Central Idea:
Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

Lines of Inquiry:

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public and virtual spaces
- Responsibilities in public and virtual spaces

Specified Concepts:
Form,
Function,
Responsibility

IB Learner Profile:
Principled,
Reflective,
Balanced

This month, our Grade 2 learners continued their inquiry into How We Organize Ourselves, focusing on the second line of inquiry, Purposes and Uses of Physical and Virtual Public Spaces. Through meaningful discussions and engaging learning experiences, students explored how different spaces serve various purposes in people's lives.

They identified how physical spaces, such as parks, playgrounds, libraries, schools, and community centres, provide opportunities for learning, recreation, interaction, and community engagement, while virtual spaces, such as websites, virtual libraries, and online platforms, support learning, communication, and collaboration.

As part of their inquiry, learners went on a field trip to Eco Park, Kothwalguda, where they explored various spaces, including the butterfly garden, lake view, fort view, play area, and boardwalk. Through direct observation and exploration, they identified the purposes of these spaces and understood how public spaces provide opportunities for recreation, relaxation, learning, and connecting with nature and others. They connected their field trip experiences to their classroom learning and shared their observations through discussions and reflections.

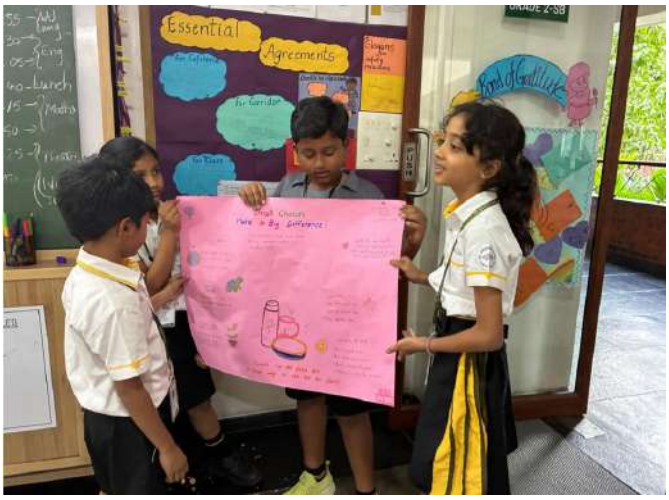
Through picture-based explorations, Think–Pair–Share discussions, collaborative tasks, and real-life connections, learners compared the uses of physical and virtual spaces and reflected on how these spaces meet people's needs and foster a sense of community. Throughout the inquiry, they strengthened their thinking, communication, and social skills, while demonstrating the attributes of being Principled, Reflective, and Balanced learners.

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Learning and Teaching - Action









As part of their action, students created posters to raise awareness about the importance of reducing, reusing, and recycling paper cups. They shared ideas on minimising the use of plastic and adopting eco-friendly practices to protect the environment. This initiative encouraged learners to take responsibility for their choices and inspire others to contribute towards a cleaner and more sustainable environment.

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Learning and Teaching - Language

Homophones and Homonyms: Students explored homophones and homonyms through engaging word games, picture prompts, sorting activities, and sentence-building tasks. They identified homophones as words that sound alike but have different meanings and spellings, and homonyms as words that share the same spelling or sound but have different meanings.

Through contextual examples and collaborative discussions, students explored how the meanings of words can change depending on their usage and context. These experiences helped them expand their vocabulary, strengthen their comprehension, and use words appropriately in sentences.









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Learning and Teaching - Language

Prefixes and Suffixes:

Students explored how prefixes and suffixes can be added to root words to create new words or change their meanings. Through word-building activities, sorting tasks, and sentence-based exercises, they identified common prefixes and suffixes and investigated how they transform words. This helped them develop their spelling, vocabulary, and understanding of word structure.



Ongoing Assessment:

Students demonstrated their understanding of homophones, homonyms, synonyms, antonyms, prefixes, and suffixes through differentiated tasks, vocabulary exercises, and sentence-building activities. They applied their learning by identifying word relationships, interpreting meanings in context, forming new words, and using appropriate vocabulary in sentences, strengthening their language and communication skills.



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Learning and Teaching - Math

Data Handling: Students explored data collection, organisation, interpretation, and representation. They collected data from familiar classroom contexts and represented their findings using tally marks, pictographs, and bar graphs. They interpreted data by comparing quantities, answering questions, and drawing simple conclusions.

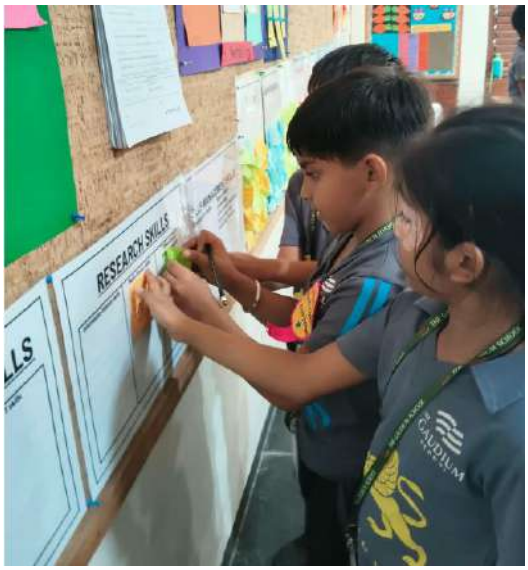
2D Shapes: Students explored the properties of various 2D shapes, identifying their sides, vertices, and characteristics. They connected these shapes to real-life objects and investigated how shapes are used in their surroundings.

3D Shapes: Students explored different 3D shapes, such as cubes, cuboids, spheres, cylinders, cones, and pyramids. They identified their properties, including faces, edges, and vertices, and connected them to familiar objects in everyday life.

Application and Reflection: Through hands-on activities, real-life connections, and collaborative tasks, students strengthened their observation, classification, reasoning, and data interpretation skills. They developed an understanding of how mathematical concepts help them identify patterns, organise information, and make meaningful connections with the world around them.







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Learning Engagements - Maths

Every shape and piece of data helps us discover patterns and understand the world around us.





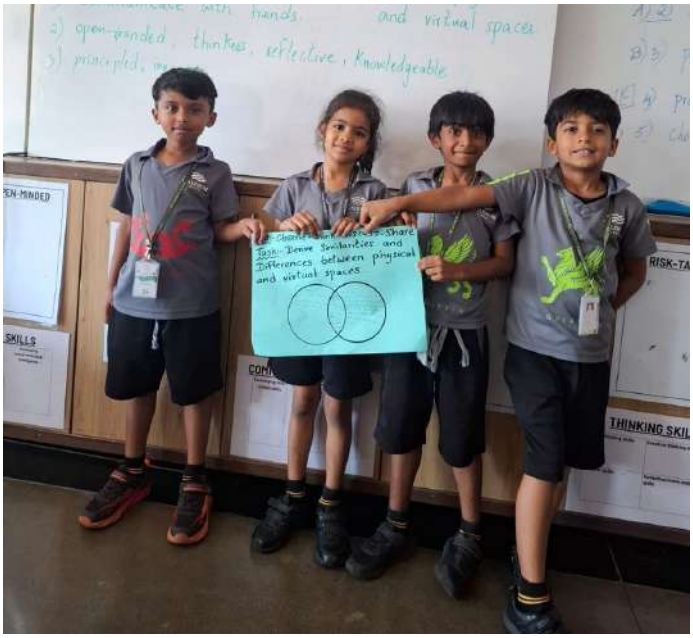


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Teaching and Learning - UOI

"Every space serves a purpose, and every connection has meaning. Understanding how we use physical and virtual spaces helps us connect with others and build a sense of community."









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Teaching and Learning - UOI

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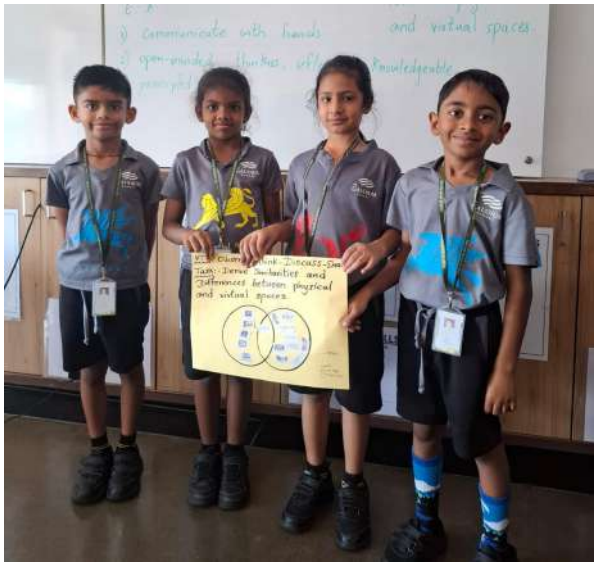




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Teaching and Learning - UOI

"Every space serves a purpose, and every connection has meaning. Understanding how we use physical and virtual spaces helps us connect with others and build a sense of community."









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Teaching and Learning - Field Trip

"Every space serves a purpose, and every connection has meaning. Understanding how we use physical and virtual spaces helps us connect with others and build a sense of community."





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Teaching and Learning - Field Trip

"Every space serves a purpose, and every connection has meaning. Understanding how we use physical and virtual spaces helps us connect with others and build a sense of community."





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Teaching and Learning - Field Trip

"Every space serves a purpose, and every connection has meaning. Understanding how we use physical and virtual spaces helps us connect with others and build a sense of community."





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Learning and Teaching - This Month

Telugu:

In the month of October, students explored a variety of Telugu language concepts through interactive and enjoyable learning engagements. They learned about రంగులు (Colours) and practised identifying and naming different colours. They were introduced to ఋత్వం and ఋత్వం దీర్ఘం and learned to recognize and read related words. Students also practised counting numbers from 1 to 30 orally in Telugu and strengthened their understanding of గుణింతాలు (Guninthalu) through reading and writing activities. They enthusiastically participated in గృహం rhyme recitation, storytelling, and various activities that enhanced their listening, speaking, and vocabulary skills. These engaging experiences encouraged students to express their ideas, connect their learning to everyday life, and build confidence in using Telugu.

They also developed the IB PYP learner profile attributes of Communicators, Inquirers, and Thinkers through meaningful language experiences. Parents are encouraged to reinforce learning at home by practising Telugu numbers, identifying colours, reading Gunintha words, and revisiting rhymes and stories with their children.

Hindi:

Students looked at pictures related to Sanyuktakshar/संयुक्ताक्षर and Ditvaakshar/द्वित्वाक्षर words and tried to identify and name them. They understood the difference between संयुक्ताक्षर and द्वित्वाक्षर and practised writing the words. Students listened to the story 'मेला' from the Pankhudiyaan book, read by the teacher. They identified the ए sound and were introduced to the ए (े) matra. Students wrote words containing the ए (े) matra.

French:

In October, students learned Les Couleurs (Colours). They were introduced to common French colour names and practised identifying and describing colours through reading, writing, listening, speaking, repetition, and interactive activities.

Spanish:

In October, students explored classroom vocabulary in Spanish. They practised identifying and naming common classroom objects through interactive games, speaking activities, and writing exercises.

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Learning and Teaching - This Month

Compulsory Telugu:

In the month of **October,** students revised the Telugu rhyme "Amma Modati Daivamu," names of flowers, colour names, and number names (1–10). They were also introduced to number names (1–20) through the rhyme and Telugu vowels (అ–అం). Through picture descriptions and activities, students learned the names of animals in Telugu and practised their correct pronunciation. They explored picture words related to each vowel, connecting letter sounds with meaningful vocabulary. Videos, picture-based discussions, and oral practice made learning engaging. These activities further supported the development of students' listening, speaking, and early literacy skills in Telugu.

Additional Hindi Language:

Students explored self-introduction, body parts, and the days of the week in Hindi through fun and engaging activities. They practised identifying, speaking, and using new vocabulary with the help of pictures and interactive tasks.

A revision of previously learned topics helped students strengthen their understanding and build Confidence. These activities made Hindi learning joyful, interactive, and meaningful.

Dance: Dance Style Practice & Music Revision

Students practised different dance styles, focusing on coordination, rhythm, and synchronized movements.

They revised previously learned dance sequences with music to improve their timing, confidence, and overall performance skills.

Art:

The months of October and November are filled with creativity, cultural exploration, and hands-on artistic experiences. Our learners are engaging in a variety of art activities that encourage imagination, develop fine motor skills, and help them appreciate traditional Indian art forms.

Farmers' Market – Art in Action

As part of our Farmers' Market activities, learners explored their creativity through a range of engaging art and craft projects. They worked on **Farmers' Market-themed wall hangings, hiya painting, scrunchies-making, and hairband decoration**. These hands-on experiences encouraged learners to experiment with colours, patterns, and materials while developing their creativity, patience, and fine motor skills. The activities also helped them understand how art can connect with everyday life, celebrations, and community experiences.

PE:

1. Introduction to Athletics: Observe and explore track and field areas.
2. Students reflected on their prior knowledge using anecdotal assessment sheet.

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Learning and Teaching - This Month

Drama:

In October, our Grade 2 students explored the exciting world of **emotions and expressions**! Through fun drama games, stories, role-play, and movement, they learned how to express **happiness, sadness, and anger** using their faces, voices, and body movements. They discovered how the same emotion can be shown in different ways depending on the situation. These playful activities helped children express their feelings, use their imagination, and grow in confidence as they bring different characters to life.

Music:

During October, Grade 2 learners embarked on an inspiring musical inquiry as they began exploring Michael Jackson's iconic anthem, "Heal the World". Learners inquired into how music serves as a powerful medium for spreading messages of peace, empathy, and global unity across communities.

Building on their vocal foundations, learners focused on breath support, melodic control, and vocal blending to convey the song's gentle yet powerful emotional message. They explored musical form and phrasing, discovering how dynamic shifts from soft verses to uplifting choruses create emotional impact and engage an audience.

Through collaborative rehearsals, learners practice listening thoughtfully to one another, refining their pitch and shared timing while discussing the meaningful lyrics. Through this learning journey, learners continued to develop as empathetic, caring, and open-minded musicians using their voices to communicate positivity to the world.

ILD

During October, the counsellor engaged students in meaningful well-being sessions on Perspectives, encouraging them to understand that individuals may have different thoughts, feelings, opinions, and experiences. Students explored the importance of listening to others, respecting differences, and viewing situations from multiple points of view. These discussions helped foster empathy, open-mindedness, and mutual understanding, enabling students to build positive relationships with their peers.

The theme of Gratitude is currently being explored through wellbeing sessions, encouraging students to recognise and appreciate the people, experiences, and everyday moments that bring positivity to their lives. Students are being guided to understand the importance of expressing appreciation, acknowledging the support they receive, and developing a positive outlook towards life. The focus is on nurturing thankfulness and strengthening connections with others.

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Learning and Teaching - Month Ahead

Unit of Inquiry
Transdisciplinary Theme:
How we organize ourselves

Central Idea:
Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

Lines of Inquiry:

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public and virtual spaces
- Responsibilities in public and virtual spaces

Specified Concepts:
Form,
Function,
Responsibility

IB Learner Profile:
Principled,
Reflective,
Balanced

UOI:

Students will explore how different spaces meet people's needs and interests. They will identify spaces used for **learning, recreation, communication, collaboration, entertainment, and community participation**, while making connections to their own experiences and understanding how spaces bring people together.

They will explore how their choices and actions can help create **safe, respectful, and welcoming environments**. They will discuss **following rules, caring for shared spaces, respecting others, protecting personal information, using kind language, and behaving responsibly** in both physical and virtual spaces. Through scenarios and discussions, learners will reflect on the importance of making responsible choices **online and offline**.

Language:

Students will explore regular and irregular verbs, identifying how verbs change to express actions in the past. They will then learn about synonyms and antonyms, identifying words with similar and opposite meanings and using them appropriately in sentences to enhance their vocabulary and strengthen their communication skills.

Mathematics:

Students will be introduced to **shapes and the concept of area**, exploring how different shapes can be identified, compared and measured. They will develop an understanding of how area represents the space covered by a shape and apply this learning through simple hands-on activities.

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Learning and Teaching - Month Ahead

Music:

During November, Grade 2 learners will advance their exploration of "Heal the World," focusing on musical expression, dynamic contrast, and ensemble performance. Learners will inquire into how artists use phrasing and emotional delivery to communicate shared values and inspire positive action within a community.

Building on their vocal control, learners will practice shifting smoothly between softer verses and resonant, uplifting choruses, using dynamics intentionally to heighten the song's emotional impact. They will experiment with integrating steady body percussion and light rhythmic accompaniment to anchor the tempo while preserving vocal clarity and pitch accuracy. Working collaboratively, learners will engage in regular peer reflection sessions, using musical terminology to give constructive feedback and refine their performance cohesion. Through these experiences, learners will continue to grow as reflective, caring, and principled young musicians .

Drama:

In November, our Grade 2 students will focus on preparing for the **Annual Day performance**! Through regular rehearsals, they will learn how to move confidently on stage, maintain their positions, and use the performance space effectively.They will practise entering and exiting the stage, coordinating their movements, and working together as a team. These fun and engaging experiences will help children develop confidence, stage awareness, and teamwork as they prepare to shine on stage!

ILD:

Looking ahead, November will focus on Kindness, encouraging students to practise compassion, use thoughtful words, demonstrate respect, and include others in their daily interactions. Through meaningful discussions and reflection, students will explore how small acts of kindness can make a significant difference in someone's life. The aim is to nurture empathy, encourage considerate behaviour, and promote a caring and inclusive school community where every individual feels valued, respected, and supported.

Hindi:

Students will read the poem 'रेलगाड़ी' from the Pankhudiyaan book and share words containing the ए (े) matra. They will also frame sentences using ए (े) matra words. Students will do the exercises from the Pankhudiyaan book related to ए (े) matra words.

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Learning and Teaching - Month Ahead

Students will read the story 'नटखट नैना' from the Pankhudiyaan book and receive feedback and feedforward. They will identify the ऐ ( ) sound and be introduced to the ऐ ( ) matra. Students will write words containing the ऐ ( ) matra.

Additional Hindi Language:

During November, students will explore birds, domestic animals, and numbers (1 to 20) in Hindi through fun and engaging activities. They will practise identifying birds and domestic animals, learning their Hindi names, and recognising and counting numbers with the help of pictures, flashcards, and interactive tasks. Revision of previously learned topics will help students strengthen their understanding and build confidence. These activities will make Hindi learning joyful, interactive, and meaningful.

Spanish:

In November, students will continue expanding their Spanish vocabulary and will be introduced to definite and indefinite articles, means of transport, and numbers from 1 to 100. They will practise using articles with simple examples and strengthen their vocabulary and number recognition through engaging activities.

Telugu:

Students will continue learning the remaining guninthalu, practise Gunintha Words and simple sentences, and further develop their reading, writing, and oral communication skills through interactive activities and collaborative learning experiences.

French:

In November, students will learn the verb Avoir (To Have). They will be introduced to its conjugation and usage in simple French sentences. Through reading, writing, listening, speaking activities, and interactive exercises, students will practise using the verb avoir to express possession and describe familiar things.

Dance:

Students will explore body isolations by learning simple 8-count movements using their head, shoulders, chest, hips, and arms. They will practise moving different body parts to the rhythm of the music while developing coordination and body control. Through these activities, students will explore the elements of dance, including Body, Space,Time, and Energy. They will experiment with different directions, follow musical beats, and practise controlled movements. These experiences will help them develop body awareness,rhythm, coordination, and confidence in expressing themselves through dance.

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Learning and Teaching - Month Ahead

PE:

1. They will watch a video related to the Athletics, followed by a discussion on its different areas.
2. Introduction to basic Running techniques.
3. 60m and 100m running practice.

Arts:Exploring Indian Folk Art

Looking ahead to November, learners will explore the vibrant world of **Warli Art and Madhubani Art**, discovering the beauty of India's rich cultural heritage through traditional visual storytelling.

Warli Art:

Learners will discover the traditional art form of Maharashtra, exploring simple geometric figures, expressive lines, patterns, and compositions that depict village life, nature, farming, dancing, and community celebrations.They will create their own Warli-inspired artworks using simple shapes and rhythmic patterns.

Madhubani Art:

Learners will explore the colourful folk art tradition of Bihar, known for its bold outlines, intricate patterns, decorative borders, and nature-inspired themes. They will experiment with lines, shapes, patterns, and colours to create their own Madhubani-inspired compositions.

Through these activities, learners will develop their understanding of the elements of art, strengthen their observational and creative thinking skills, and appreciate how traditional art forms preserve cultural stories and traditions.

Compulsory Telugu Language:

In the month of **November,** students will orally revise the names of animals, colours, flowers, and number names (1–20). They will also be introduced to the names of vegetables through video in Telugu and learn their English equivalents. Students will be introduced to the Telugu vowels (అ–అః) and orally learn different words beginning with each vowel. With the help of pictures, they will identify words and practise their correct pronunciation. These activities will help students develop their Telugu vocabulary and strengthen their listening, speaking, and early language skills.

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Education World All India Ranking

The Gaudium School has been ranked 4th in India in the category of International Day Schools. We have also been ranked 1st in Telangana and 1st in Hyderabad.

This recognition reflects the dedication of our teachers and staff, the curiosity and hard work of our students, and the steady support of our parents. It is a achievement we have built together.

We are grateful to every member of the Gaudium family for making this possible. While we celebrate this milestone, we remain committed to our goal of providing an outstanding, joyful, and future-ready education for every child.

Thank you for being part of our journey.



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CFORE All India Ranking 2025 - 26

A proud milestone for The Gaudium School

In the CFORE School Ranking 2025-26, The Gaudium School has been ranked 7th in India in the International Day School category as well as recognised among India's BEST DAY CO EDUCATIONAL SCHOOLS category. We have also been ranked 1st in Telangana and 1st in Hyderabad.



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Times School
Powered by Hyderabad Times
Circulated with The Times of India, Hyderabad
Wednesday, September 30, 2026
An Advertorial Education Promotional Feature
An Optimal Media Solutions Initiative, A division of Times Internet Limited

50 Visionary Principals: Leading Education into a New Era of Learning



Education is entering a defining new era—one shaped by bold leadership, rapid innovation and a growing recognition that learning must extend far beyond the classroom. Across institutions, educators and young learners are embracing new ideas, technologies and approaches that are redefining what it means to learn, lead and prepare for the future.

This special edition features 50 visionary principals who represent their schools and the leadership that drives their journey forward. These educationists are not merely administrators; they are mentors, innovators and change-makers who shape school culture, empower teachers and create opportunities for students to learn, explore and excel.

LEADERS WHO LEAD THE CHANGE

Leadership in education today is not simply about managing institutions; it is about creating a vision for the future and inspiring others to be part of it. The principals featured in this edition represent this evolving role, demonstrating how effective leadership can influence an entire school community.

Forward-looking leaders are building cultures that encourage innovation, collaboration and continuous learning. Their focus is increasingly shifting from conventional measures of achievement to a broader understanding of student success—one that values confidence, character, creativity, communication and the ability to navigate an ever-changing world.

By empowering teachers and giving students greater opportunities to explore, question and create, educational leadership is becoming a catalyst for meaningful and lasting change.

INNOVATION BEYOND THE CLASSROOM

Innovation is rapidly changing the educational landscape. Digital learning, artificial intelligence, robotics, immersive technologies and interactive platforms are creating new avenues for knowledge and engagement.

Yet innovation is not defined by technology alone. It is equally about rethinking established practices and finding better ways to make learning relevant and meaningful. Project-based learning, experiential education, interdisciplinary programmes and real-world problem-solving are bringing lessons to life and encouraging students to become active participants in their own education.

THE NEW AGE OF LEARNING

The classroom of today looks very different from that of a generation ago. Learning is becoming more personalised, collaborative and experience-driven, with students encouraged to move beyond memorisation towards understanding, application and discovery.

Alongside quality academics schools are placing greater emphasis on communication, leadership, emotional intelligence, creativity, resilience and digital literacy—skills that will remain vital in a rapidly changing world.

BUILDING THE LEARNERS OF TOMORROW

The future will demand more than knowledge. It will demand adaptability, imagination and the confidence to keep learning. Preparing young people for that future requires an education system willing to evolve, experiment and embrace change.

As this edition brings these education leaders into focus, it also highlights the schools they represent and the leadership that shapes their vision, culture and future. Their collective stories reflect a larger transformation—an effort to build learning environments where every young mind has the opportunity to question, innovate and lead.

Leadership provides the vision. Innovation provides the momentum. And education provides the foundation for a future yet to be written.

> Knowledge can be found anywhere; character is built only through human influence



Sudeshna Chatterjee
Head of School
The Gaudium School
Hyderabad

THE TEACHER AS ARCHITECT OF CHARACTER-SCULPTING HAPPY MINDS

In today's IOT enabled lives, where screens compete for attention and instant answers dull the habit of reflection in our children, the teacher's most vital work is no longer the transfer of knowledge—it is the shaping of character.

A teacher, like an architect, works with the raw material of a child's temperament, habits, and choices, designing structures that will hold for a lifetime. Every moment in the classroom is a blueprint: how a teacher responds to failure teaches resilience; how they treat the quietest student teaches dignity; how they admit a mistake teaches honesty. These lessons are caught, not taught-and they outlast every exam.

Character is built from small, repeated acts of integrity, kindness, discipline, and courage. A teacher creates the environment where these acts are practiced daily: encouraging a struggling learner, demanding honesty when cheating is easy, celebrating effort more than talent, and modelling respect when provoked. In an age of artificial intelligence and moral ambiguity, students need adults who demonstrate what it means to be principled, compassionate, and responsible.

At The Gaudium School students are prepared for life. An architect of character does not merely nurture success, but also builds people who can be trusted, who add value to society, and who lead with wisdom. That is the most essential and enduring work in education today.

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Coming Up Next

Date	Day	Event	Grade
6th to 9th November	Friday to Monday	Diwali Holidays	Whole School
13th November	Friday	Children's Day Celebration in School	Whole School

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Platform	Link
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