THE GAUDIUM SCHOOL

Sculpting happy minds



PRISM

Grade 5

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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

The PYP Exhibition: A Journey of Inquiry, Agency and Action

The PYP Exhibition is a meaningful milestone in our Grade 5 students' learning journey. It is an opportunity for them to bring together their learning, explore real-world issues and develop a deeper understanding of the world around them. More importantly, it allows them to recognise how their questions, ideas and choices can shape their learning and make a difference.

Through inquiry, students learn to ask thoughtful questions, research and evaluate information, make connections across disciplines and consider different perspectives. They move beyond gathering facts to understanding the *how* and *why* behind real-world situations, developing their own ideas and drawing conclusions supported by evidence.

At the heart of the Exhibition is **student agency—voice, choice and ownership**. Students take an active role in their learning by making decisions, sharing responsibilities, working collaboratively and reflecting on feedback.



Along the way, they develop their Approaches to Learning (ATL) skills in research, thinking, communication, social interaction and self-management, while demonstrating the attributes of the IB Learner Profile.

An important part of this journey is understanding how learning can lead to action. As students explore an issue, they begin to consider how they can respond in meaningful and responsible ways. Action may be as simple as changing a personal habit, sharing awareness, encouraging others to think differently or contributing to a community initiative. What matters is that it grows from genuine understanding, empathy and a sense of responsibility.

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Message from the Grade Level Lead

Parents are important partners in this process. Showing interest in children's ideas, asking open-ended questions and encouraging them to explore possibilities can make the journey even more meaningful. Rather than providing answers or taking over, parents can help children think independently, learn from challenges and find their own way forward.

The PYP Exhibition is not just about the final presentation; it is about the learning that happens along the way—the questions students ask, the connections they make, the perspectives they explore and the reflections that shape their understanding. It is a celebration of their growth as inquirers, thinkers, communicators and caring, responsible learners.

Together, let us encourage our young inquirers to stay curious, think deeply, remain open to different perspectives and turn their learning into meaningful action—both within their community and beyond.

Grade 5
Grade Level Lead
Sri Lalitha Dasari

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School Philosophy – 5 Developmental Pillars

Mindfulness & Well-Being:

Mindfulness

Students engaged in mindfulness activities such as flower breathing, tree pose, cloud meditation, mindful walking, bee breath, deep relaxation, and eating with the five senses. They also practised calm-down exercises and explored their senses through scenario-based activities, helping them develop self-awareness, focus, and emotional regulation.

Well being:

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, fostering empathy, open-mindedness, and mutual understanding. The theme of Gratitude is currently being explored through well-being sessions, encouraging students to recognise and appreciate the people, experiences, and everyday moments that bring positivity to their lives. These sessions aim to nurture thankfulness, strengthen relationships, and promote a positive outlook. World Mental Health Day was observed to raise awareness about the importance of mental and emotional well-being. Students were encouraged to acknowledge their emotions, express their feelings, and understand that seeking support is a positive step towards maintaining mental health. Looking ahead, November will focus on Kindness, encouraging students to practise compassion, use thoughtful words, demonstrate respect, and include others in their interactions. Through well-being sessions and reflection, students will explore how small acts of kindness can make a meaningful difference in someone's life and contribute to a caring, empathetic, and inclusive school community where everyone feels valued and supported.





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School Philosophy – 5 Developmental Pillars

Core value:Gratitude

Embracing the school's philosophy of gratitude, students explored ways to express thankfulness towards the people and the world around them. Through read-aloud sessions, including The Invisible Boy, circle-time discussions, and assembly engagements, students reflected on the importance of kindness, appreciation, and inclusion. They shared moments when they felt thankful, filled the Gratitude Jar with their thoughts, expressed gratitude towards nature, and contributed messages to the Gratitude Board. These meaningful experiences helped students develop a deeper sense of gratitude and strengthen their connections within the school community.



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School Philosophy – 5 Developmental Pillars

Stakeholder Engagement:

During the Three-Way Conference, learners, parents, and teachers came together to reflect on learning progress, celebrate achievements, and identify areas for further growth. Learners took ownership of their learning by sharing their work, explaining their understanding, reflecting on their strengths, and identifying their next steps. They discussed their learning experiences, challenges, and progress towards their goals, demonstrating self-awareness and responsibility. Parents actively participated by sharing observations, providing encouragement, and discussing ways to support learning at home. Teachers facilitated meaningful conversations, provided feedback, and guided learners in setting achievable goals for continued improvement. The conference strengthened the partnership between home and school, promoted learner agency and reflection, and encouraged shared responsibility for each learner's academic, social, and emotional development.



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School Philosophy – 5 Developmental Pillars

Circle time



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School Philosophy – 5 Developmental Pillars

Global leadership:
Diplomathon: Voices for Change, Leaders for Tomorrow

Students participated in an orientation to Diplomathon, where they were introduced to the concept of diplomacy, global issues, and the role of young delegates in representing countries and sharing perspectives. The session familiarised them with research, public speaking, respectful debate, negotiation, and collaborative decision-making. It encouraged students to think critically, listen to diverse viewpoints, and work towards meaningful solutions, fostering confidence, international-mindedness, and the IB Learner Profile attributes of Communicators, Thinkers, and Open-minded learners.

Diplomathon is an engaging international platform that brings students together to think critically, communicate confidently, and collaborate as young diplomats. It provides opportunities to explore pressing global issues, exchange ideas, understand diverse perspectives, and work collectively towards meaningful and sustainable solutions.Through a simulation of a global summit, students assume the roles of delegates representing different countries, organisations, or committees. They research world affairs, examine challenges from multiple perspectives, present informed viewpoints, and engage in discussions, debates, and negotiations to reach a consensus. These experiences help them understand the complexities of global issues while recognising the importance of diplomacy, cooperation, and peaceful dialogue.

Special Assemblies – Dussehra and Diwali

Students participated in special assemblies celebrating Dussehra and Diwali through a meaningful skit that connected the significance of these festivals with the Unit of Inquiry, *Peace and Conflict*. Through their performances, learners explored the triumph of good over evil, the importance of resolving conflicts peacefully, and the values of empathy, respect, and understanding. The assemblies encouraged students to reflect on how their choices and actions could promote harmony, strengthen relationships, and contribute to a peaceful community. The celebrations also provided opportunities to appreciate cultural traditions and demonstrate the IB Learner Profile attributes of Caring, Principled, and Open-minded learners.

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School Philosophy – 5 Developmental Pillars

Diplomathon: “Empowering Young Global Citizens”!









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School Philosophy – 5 Developmental Pillars

Holistic Excellence:

The Grade 5 students embarked on an exciting four-day educational and experiential trip to Trivandrum, Jatayu and Kanyakumari from 14 to 17 October 2026. The journey was filled with opportunities for exploration, cultural appreciation, scientific learning and team building, creating wonderful memories beyond the classroom.

The trip began with a visit to the Snake Park, followed by an exploration of the Napier Museum, where students gained insights into the region's heritage and culture. They also witnessed an energetic Kalaripayattu performance, which introduced them to the rich traditions of Kerala.

The second day offered an enriching blend of science, adventure and relaxation. The students visited the ISRO Space Museum/Science Centre, where they explored scientific concepts and learned about space exploration. They then travelled to Jatayu Earth's Center to admire its iconic bird sculpture before unwinding at Kovalam Beach.

On the third day, the students travelled to Kanyakumari, the southernmost tip of mainland India. They took a ferry to the Vivekananda Rock Memorial, explored this iconic landmark and enjoyed the scenic surroundings. The visit offered opportunities to appreciate the region's geographical significance and natural beauty.

The final day began with a visit to the Sree Padmanabhaswamy Temple, allowing students to experience an important cultural and spiritual landmark. The trip concluded with engaging team-building activities before the group returned to Hyderabad.

Throughout the journey, the students strengthened their friendships, developed teamwork and independence, and experienced the joy of learning through real-world exploration. From scientific discoveries and cultural experiences to scenic landscapes and shared laughter, the trip was a memorable learning adventure that extended their understanding of the world beyond textbooks.

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School Philosophy – 5 Developmental Pillars

Explore Thiruvananthapuram: Culture, Curiosity and Connections!







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School Philosophy – 5 Developmental Pillars

Life Skills:

Hydroponic farming is a method of growing plants without soil. Instead of getting nutrients from the soil, plants receive essential nutrients dissolved in water. Their roots are supported by water, air, or materials such as coco coir, perlite and clay pebbles.

Plants need water, nutrients, sunlight or suitable grow lights, and air to grow. Hydroponics provides these essential requirements in a controlled environment.

Uses and benefits of hydroponic farming

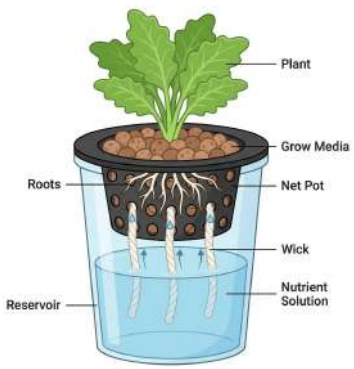
- Saves water: Water can be reused and circulated through the growing system.
- Requires less space: Plants can be grown vertically in stacked layers or in small indoor spaces.
- Supports faster growth: With suitable conditions and balanced nutrients, certain plants can grow faster than in conventional farming.
- Enables year-round cultivation: Greenhouses and indoor systems help farmers control growing conditions.
- Reduces soil-related problems: Plants can avoid some soil-borne pests and diseases.
- Grows fresh food: Lettuce, spinach, basil, mint, coriander, tomatoes and strawberries can be grown hydroponically.
- Useful in cities: It allows people to grow vegetables on rooftops, balconies and in urban farms.

Types of hydroponic farming

There are six common types of hydroponic systems. They differ in how water and nutrients reach the plant roots.

1. Wick System

A wick, such as a cotton or nylon string, draws nutrient-rich water from a reservoir to the plant roots. It is simple, affordable and suitable for small home gardens.



2. Deep Water Culture (DWC)

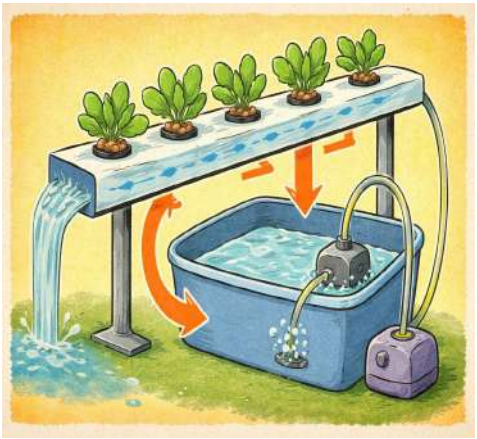
Plant roots hang in nutrient-rich water, while an air pump supplies oxygen. It is commonly used to grow lettuce and other leafy vegetables.

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School Philosophy – 5 Developmental Pillars

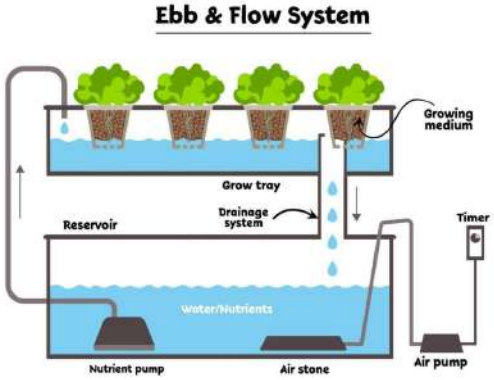
3. Nutrient Film Technique (NFT)

A thin stream of nutrient-rich water flows continuously through sloping channels, passing over the plant roots. It is suitable for lettuce and herbs.



4. Ebb and Flow System

The plants are periodically flooded with nutrient-rich water, which then drains back into a reservoir. This allows the roots to receive both moisture and air.



5. Drip System

Small tubes deliver nutrient-rich water directly to the base of each plant. It is commonly used for tomatoes, cucumbers, peppers and strawberries.



6. Aeroponics

Plant roots hang in the air and are sprayed with a fine mist of nutrient-rich water. This method provides excellent access to oxygen but requires careful monitoring and specialised equipment.



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Learning and Teaching - This Month

Unit of Inquiry

Transdisciplinary Theme:

Theme : Sharing The Planet

Central Idea: Finding peaceful solutions to conflicts lead to better quality of life.

Lines of inquiry

- Causes of conflict
- Ways people attempt to resolve conflicts
- Our choices and actions towards conflict resolution

Specified concepts:
Causation, Perspective, Responsibility

Additional concepts:
Conflicts, Prejudices, Resolution

Students continued to deepen their inquiry into the causes of conflict by analysing information gathered through their surveys. They organised and interpreted the collected data, identified common reasons for conflicts, recognised patterns, and explored connections between different causes, such as misunderstandings, differences in perspectives, prejudices, and competition for resources. This helped them develop a deeper understanding of how conflicts arise in different situations and communicate their findings with greater clarity.

The inquiry then moved from understanding to application as students explored how recognising the root causes of conflict can help in finding peaceful solutions. They examined real-life scenarios, considered different perspectives, and discussed how individual choices, actions, and reactions can influence the development or resolution of conflicts. Through collaborative discussions, students generated ideas and considered practical strategies to prevent conflicts from escalating.

The Head, Heart, Hand thinking routine encouraged students to explore the causes and impact of conflict from different perspectives. Through the Head, they identified the reasons behind conflicts and analysed the factors contributing to them. Through the Heart, they reflected on the emotions and feelings experienced by the people involved. Through the Hand, they suggested constructive actions to address the root causes and promote peaceful interactions. This helped students recognise that understanding the causes of conflict requires critical thinking, empathy, and responsible decision-making, laying the foundation for exploring effective conflict-resolution strategies.

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Learning and Teaching - This Month

Transdisciplinary Language:

Students explored Persuasive Writing by investigating how writers express their opinions, develop logical arguments, and use relevant reasons, examples, and evidence to convince their audience. They unpacked the purpose and key features of persuasive texts, focusing on presenting a clear point of view, organising ideas logically, and using persuasive vocabulary and language techniques to make their arguments more compelling. Students explored how word choice, rhetorical questions, facts, opinions, and supporting details can influence readers' thinking and encourage them to consider different perspectives.

Students further developed their understanding of Persuasive Paragraph Writing by learning to introduce a clear opinion, support it with relevant reasons and examples, and conclude with a strong closing statement. They explored how to organise their ideas coherently and use linking words and persuasive expressions to strengthen their arguments. Building on this understanding, students explored Persuasive Essay Writing, focusing on the structure of an introduction, body paragraphs, and conclusion.

They practised developing well-supported arguments, connecting ideas effectively, considering alternative viewpoints, and providing evidence to justify their opinions. Through discussions, debates, real-life scenarios, and guided writing tasks, students learned to construct convincing arguments while recognising the importance of logical reasoning and a clear purpose.

Students also explored Formal Letter Writing – Elements and Structure, identifying the purpose and organisation of each component, including the sender's address, date, receiver's address, salutation, subject line, introduction, body paragraphs, complimentary close, and signature. They discussed the importance of maintaining a formal tone, using polite and precise language, and presenting information in a clear and organised manner. Students made connections between persuasive writing and formal letter writing by exploring how formal letters can be used to express opinions, raise concerns, request action, or propose solutions to real-life issues. They applied their learning by organising their ideas, supporting their viewpoints with relevant reasons, and communicating their messages respectfully and effectively.

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Learning and Teaching - This Month

Through these learning experiences, students strengthened their communication, critical-thinking, and written-expression skills. They were encouraged to consider different perspectives, select appropriate language for their intended audience, and refine their writing through planning, drafting, and feedback. These engagements supported students in becoming confident and reflective communicators who can express their opinions clearly, construct well-reasoned arguments, and use persuasive writing effectively across different contexts and purposes.

Math:

Students explored Factors, Multiples, HCF (Highest Common Factor), and LCM (Least Common Multiple), strengthening their understanding of number relationships through factor listing, multiples, prime factorisation, and systematic problem-solving strategies. They practised identifying common factors and common multiples of two-digit and three-digit numbers and applied appropriate methods to calculate the HCF and LCM accurately. Students also solved mixed problems that required them to distinguish between situations involving HCF and LCM and justify their choice of strategy.

Students further developed their mathematical reasoning through real-life word problems and contextualised scenarios involving arranging objects into equal groups, distributing items without leftovers, scheduling recurring events, and identifying when different activities would occur together again. These tasks encouraged students to interpret information, identify relevant mathematical operations, and apply their understanding to practical situations. Through independent practice, collaborative discussions, and problem-solving activities, students strengthened their computational fluency, logical reasoning, and ability to make meaningful connections between mathematical concepts and everyday life.

Students also explored Fractions and their types, revisiting proper, improper, and mixed fractions. They practised ordering fractions, finding equivalent fractions, and adding and subtracting like fractions. They then extended their understanding to unlike fractions by comparing and ordering them using equivalent fractions and common denominators. Students applied these skills to contextualised word problems involving sharing food, measuring ingredients, and calculating portions, developing accuracy, confidence, and flexibility in their mathematical thinking.

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Learning and Teaching - This Month

ICT:

Students explored the concept of the Internet and developed an understanding of its meaning, uses, requirements, and significance in everyday life. They inquired into how the Internet enables communication, facilitates access to information, supports resource sharing, and connects people across the world. Learners also explored key digital terminology, including web browsers, websites, search engines, hyperlinks, and URLs, strengthening their digital literacy and technological understanding.

As they investigated the benefits and responsibilities associated with Internet usage, learners reflected on online safety, the protection of personal information, the reliability of digital sources, and respectful online communication. These learning experiences encouraged them to think critically, make informed choices, and demonstrate the IB Learner Profile attributes of **Knowledgeable, Thinkers, and Principled learners**. They also strengthened their understanding of responsible digital citizenship in an increasingly interconnected world.

Language 2:

Telugu

Students learned about **tenses** and practised identifying present, past, and future tenses in sentences by observing verb forms and understanding how they indicated the time of an action. They applied their understanding through sentence-based activities and examples, strengthening their grammar and sentence construction skills. Students were also introduced to **debate**, explored its key features, and selected topics to express their thoughts, opinions, and perspectives confidently. They learned the importance of supporting their viewpoints with relevant reasons, listening to different perspectives, and responding respectfully to others. These learning experiences fostered critical thinking, effective communication, and confidence in expressing ideas while encouraging meaningful connections to the unit's central idea.

Hindi:

Students collaboratively explored the Hindi one-act play '**मनुष्य ही महान**', identifying its key elements and comparing it with a poem and a story.

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Learning and Teaching - This Month

Through questioning,discussion, and presentations, they deepened their understanding of the relationship between humans and nature, connecting their learning to the transdisciplinary theme Sharing the Planet, the specified concept of Responsibility, and SDG 15 – Life on Land. Students reflected on how their choices and actions can help protect nature and communicated their understanding through poems, stories, paragraphs, and slogans, accompanied by posters or pictures. They also explored types of क्रिया (verbs) and विशेषण (adjectives) through inquiry - based activities and real-life examples, making meaningful connections with everyday communication.

French

Students learned Les Verbes en -IR (IR Verbs). They were introduced to the conjugation of common -IR verbs in the present tense and practised using them in simple French sentences. Through reading, writing, listening, and speaking activities, students developed their understanding of verb conjugation and learned to use -IR verbs accurately in different contexts.

Spanish:

Students continued practising regular **-AR, -ER, and -IR ending verbs** in Spanish. They strengthened their understanding of verb conjugations by identifying verb endings and using the correct forms to construct meaningful sentences. Through speaking, reading, and writing activities, along with interactive exercises, students practised applying these verbs in different contexts. These learning experiences helped them expand their Spanish vocabulary, improve sentence formation, and develop greater confidence in communicating simple ideas in Spanish.

Additional Hindi:

Students practised recognising, pronouncing, and writing Hindi वर्ण (क, ख, ग, घ, च, छ, ज, झ, ट, ठ, ड, ढ, त, थ, द, ध, न, प, फ, ब, भ, म, य, र, ल, व, श, ष, स, ह, क्ष, त्र, ज्ञ) through fun and engaging activities. Flashcards, picture-based vocabulary, and interactive games made learning interesting and enjoyable. Students built their Hindi vocabulary by forming simple words using the newly learned वर्ण. Regular practice and creative activities helped them develop greater confidence in reading, writing, and speaking Hindi.

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Learning and Teaching - This Month

Compulsory Telugu:

Students revised the Telugu vowels and consonants (అ–న), number names (1–20), and colour names through various activities. They were also introduced to the number names 30, 40, and 50 orally. By observing pictures, students learned the names of animals in Telugu and explored their English equivalents. Additionally, they were introduced to the Telugu consonants of the ట వర్గం and practised their correct pronunciation. By identifying picture words associated with each consonant, students connected letter sounds with meaningful vocabulary. Videos, picture-based discussions, and oral practice made learning engaging and meaningful. These activities supported the development of students' listening, speaking, reading, and writing skills in Telugu.

Drama:

Learners explored mime as a powerful form of non-verbal communication, investigating how body movements, gestures, and facial expressions could convey ideas and emotions without words. Through engaging activities such as mime walking, pulling a rope, pushing an invisible wall, and collecting and smelling flowers, they developed body control, imagination, and expressive skills.

Learners applied these techniques to create and perform a short mime presentation, demonstrating creativity, confidence, and communication skills. This learning experience encouraged them to make connections between physical expression and meaning while fostering the IB Learner Profile attributes of Communicators, Thinkers, and Courageous learners.

Music:

Students participated in their music assessments, demonstrating their developing musical understanding, conceptual knowledge, and practical skills. As part of their inquiry into the expressive dimensions of music, they explored **Navarasa (the nine emotions)** and investigated how emotions could be communicated through musical elements, vocal expression, rhythm, and performance.

Students explored the connections between music, sound, light, and colour, reflecting on how sensory elements influenced mood, perception, and emotional responses. Through guided discussions, focused listening, performance-based activities, and reflection, they examined how musicians used different elements to convey feelings, communicate meaning, and connect with audiences.

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Learning and Teaching - This Month

Students also completed task sheets related to Navarasa, consolidating their understanding of the nine emotions and exploring their expression through music. These learning experiences strengthened their listening, observation, critical-thinking, and reflection skills while encouraging them to make connections between sound, emotions, and sensory experiences. They developed a deeper appreciation of music as a form of creative expression and communication, demonstrating curiosity, open-mindedness, and growing confidence in interpreting and expressing musical ideas.

Dance :

Students completed their **Dance Theory Assessment**, exploring the *Navarasa* (nine emotions) and demonstrating their understanding through written and creative responses. They reflected on how emotions can be communicated through facial expressions, gestures, body movements, and performance. Students also began learning the foundational steps of Semi-Classical dance, focusing on rhythm, posture, coordination, and expressive movements. Through guided practice, they explored how facial expressions and body language could convey different emotions and communicate meaning to an audience.

These learning experiences supported the development of their body awareness, creativity, and conceptual understanding of dance as a form of artistic expression. They also encouraged students to appreciate the connection between movement, emotions, and cultural traditions while building confidence in their performance skills.

Art:

students learned drawing and sketching as they explored nature painting. They observed natural elements such as trees, mountains, rivers, skies, and plants, and practised representing them through colour, form, and texture. And they made wooden beads necklaces for the Farmers market.

Students experimented with different media and techniques, including colour mixing, blending, layering, and texturing. They also learned to arrange elements in their compositions and explored foreground and background, perspective, light, and shade to create depth and balance. Through these activities, they developed their observation, imagination, creativity, and appreciation of the natural environment.

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PE:

Students participated in **100m, 200m, and 400m running races**, demonstrating their speed, endurance, and determination. Their timings were recorded to monitor individual performance, track progress, and identify areas for improvement. Through these activities, students developed an understanding of pacing, stamina, and the importance of regular practice in improving athletic performance.

Students also explored **relay races**, learning about baton exchange techniques, timing, coordination, and the importance of smooth transitions between team members. They participated in relay activities that encourage teamwork, communication, and collective responsibility. These experiences helped students understand the significance of individual contributions towards achieving a shared team goal. Through regular practice and participation, they strengthened their physical fitness, self-management, and social skills while demonstrating perseverance, cooperation, and a positive sporting spirit.

Drama:

Students will explore **Physical Theatre,** discovering how the body can communicate stories and emotions without words. They will experiment with **body shapes, levels, space, movement, rhythm, and facial expressions** to create powerful frozen images and moving sculptures. Through collaborative activities, students will develop **ensemble synchronization, coordination, and emotional expression.** They will combine these techniques to create and perform their own physical stories, strengthening their creativity, teamwork, and storytelling skills.

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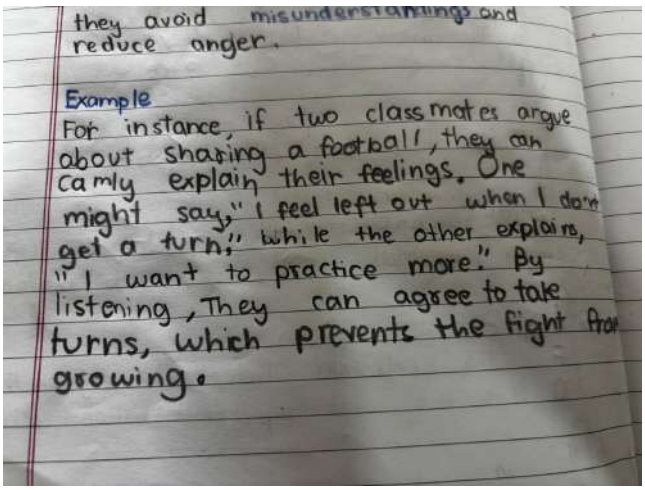
Action Begins with Us!

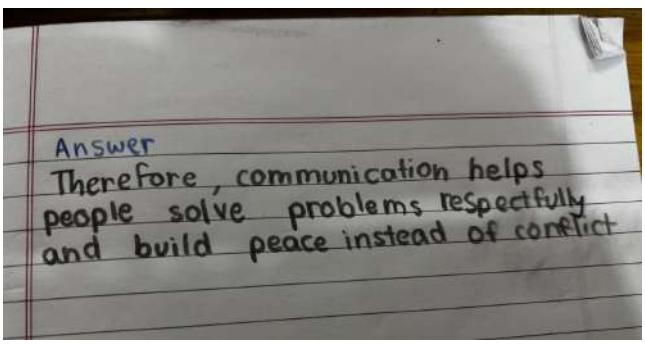
As part of the Unit of Inquiry "How We Express Ourselves," under the theme of *Light and Sound*, learners of 5TD took meaningful action by writing a letter to the Transport Manager to raise awareness among school drivers about the responsible use of low-beam and high-beam headlights. They highlighted when each type of headlight should be used and how improper use, particularly high-beam lights on highways, can temporarily impair the vision of oncoming drivers and increase the risk of accidents. This action reflected learners' agency, sense of responsibility, and commitment to promoting road safety and the well-being of the community.

As a part of the Unit of Inquiry "Sharing the planet" under the theme of Peace and conflict learners of 5TD took a class-initiated action, students presented a skit titled "The Ravana Within" during the special assembly celebrating Dussehra. The skit explored the idea that conflicts are not always external; they can also arise within ourselves through emotions such as anger, jealousy, ego, and greed (Internal conflict). Through this performance, students connected the cultural significance of Dussehra with the current unit of inquiry on Causes of Conflict and Ways to Overcome It.

Advocacy — Students used the skit to raise awareness about internal conflicts, their causes, and ways to overcome them through self-reflection and positive choices.
Participation: Students actively participated in planning and presenting the skit during the special assembly.

Reflection: Students reflected on their own emotions, behaviours, and inner conflicts to understand how these can be managed constructively.





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Inquire, Observe, Reflect

5TD- Students took action by applying design thinking process

Redesigning a bell of a cycle which is louder in pitch and can be connected to a radar system which can give alert to car drivers about cyclist on the way so there are no accidents.

Redesign the Study table with Bottle holder and stationary pouch to Avoid falling of water bottles and losing the stationary items.

Redesigning School chair to fix students' posture .

Redesigning school bags (lightweight and comfortable backpack)as they get heavy to carry .

Designing a waste bin to help people segregate the wet and dry waste using simple machines.

Redesigning the umbrellas to give more coverage in rain and sturdiness in windy situations using simple machines.

Student of Grade 5GD, Yaatwik demonstrated a meaningful connection to our transdisciplinary theme, **How We Express Ourselves**, and the central idea, *"The scientific principles of light and sound enable different forms of expression and communication,"* through his self-initiated action.

Yaatwik designed and coded a model of a coastal city inspired by the floods in Nepal. The model incorporates a sound-based alert system that detects rising water levels and generates an audible signal to warn residents of potential flooding. Through this initiative, he explored how sound and coding can be used innovatively to communicate critical information and support public safety.

As his teacher, I recognise this initiative as a meaningful application of his learning beyond the classroom. Yaatwik demonstrated an understanding of how scientific principles can be applied to address real-world challenges. His action reflects the IB PYP Action aspect of **Participation and Advocacy**, as he took the initiative to explore a technological solution that could contribute to community safety and well-being.



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Inquire, Observe, Reflect

Students of 5SA on the theme “How We Express Ourselves” presented shadow puppet shows to create awareness about the importance and uses of light in our daily lives. Through their creative performances, they demonstrated how light helps us see objects, form shadows, and understand the relationship between light and darkness. They used puppets, light sources, and sound effects to communicate their ideas effectively, while developing creativity, collaboration, and communication skills.





Students created and used Morse code to send signals and communicate messages using dots and dashes. Through this hands-on activity, they explored how codes can be used to transmit information over distances and understood the importance of light and sound signals in communication. The activity encouraged critical thinking, collaboration, creativity, and problem-solving skills while helping students connect their learning to real-life applications.

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Guest Talk

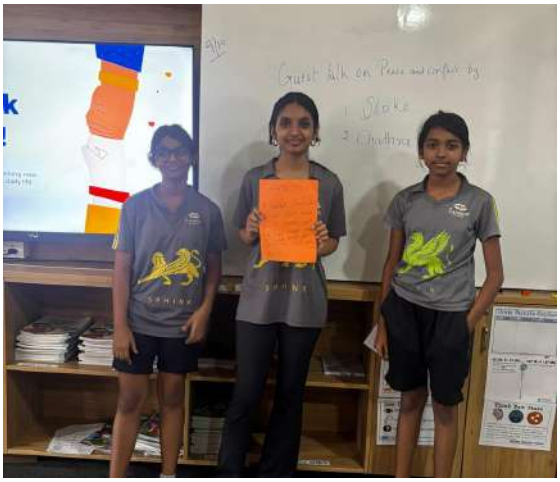
Students had a guest talk on conflict and peace by IBDP students

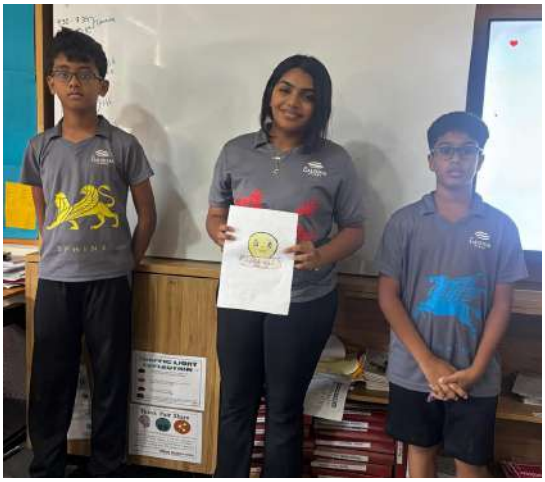












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Learning and Teaching - Month Ahead

Unit of Inquiry

Transdisciplinary Theme:

Theme : Who we are

Central Idea:

Changes people experience at different stages of their lives affects their evolving sense of self.

Lines of inquiry

- The physical , social , emotional , intellectual changes that occur throughout the life.
- Factors that contribute to wellbeing during adolescence
- Ways relationship contribute to concept of self

Specified concepts:
Change , causation , connection

Additional concepts:
Growth, self awareness, relationship

Students will begin their Unit of Inquiry under the transdisciplinary theme **"Who We Are."** As a provocation, they will observe two images of the same person at different stages of life and share their observations, identifying key ideas such as *change, growth, development, appearance,* and *transformation.*

Working collaboratively, students will frame research questions using the specified concepts and co-construct shared definitions of *growth, transformation, development,* and *change.* Throughout the unit, they will explore the physical, social, emotional, and intellectual changes individuals experience over time. They will also engage in meaningful discussions and reflections on **self-esteem and self-concept**, developing an understanding of how life experiences and relationships contribute to an evolving sense of self.

Through a **CEC (Connect–Extend–Challenge) reflection task**, students will connect the ideas presented in a talk to their prior understanding of change, identify new knowledge and perspectives that extend their learning, and articulate lingering questions or challenges related to topics such as hormones and developmental changes. This structured reflection will help them build connections between prior knowledge and new learning, deepen their conceptual understanding, and identify areas for further inquiry.

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Learning and Teaching - Month Ahead

Throughout these learning engagements, students will explore the specified concepts of **Change, Connection, and Perspective**, investigating how developmental changes influence an individual's growth and evolving sense of identity. These experiences will nurture critical thinking, self-awareness, and reflection while encouraging students to take ownership of their learning and develop a deeper understanding of themselves and others.

Transdisciplinary Language:
Students will continue with weekly spelling assessments and collaboratively co-construct assessment tasks to enrich their vocabulary and take ownership of their learning. While inquiring into self-image and self-concept, they will make connections with character traits, understanding how an individual's behaviours, attitudes, and personal qualities contribute to their unique personality and evolving sense of self.

Students will also explore **memoirs** as a form of personal narrative, examining how writers reflect on significant life experiences, relationships, emotions, and changes that have shaped their identities. They will identify how descriptive details, personal reflections, and character traits bring experiences to life, and begin to express their own experiences through reflective writing.

Simultaneously, students will strengthen their understanding of grammar by exploring different types of adjectives, including demonstrative, distributive, interrogative, and possessive adjectives, along with degrees of comparison. Through a range of interactive learning engagements, vocabulary-building activities, memoir analysis, and writing tasks, students will apply these language concepts meaningfully to communicate their ideas, describe experiences, and reflect on their developing sense of self.

Transdisciplinary Math :
This unit will integrate mathematics with the exploration of self and wellbeing through data handling, analysis, measurement, and proportional reasoning. Students will investigate how physical, social, emotional, and intellectual development can be observed and represented over time. By collecting and interpreting data, they will use line graphs and scatter plots to identify patterns, compare changes, and recognise periods of growth or stability.

Students will also explore connections between mathematical modelling and self-concept by using algebraic expressions to represent changing and relatively stable aspects of an individual's identity.

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Learning and Teaching - Month Ahead

They will distinguish between variables, such as confidence and self-esteem, which may fluctuate with experiences and external influences, and constants, such as core values, which may remain relatively stable. They will further examine internal traits, such as attitudes and beliefs, and external traits, such as observable behaviours and appearance, recognising that these may evolve over time.

Through this inquiry, students will use relationships as a metaphor for mathematical operations, exploring how interactions and life experiences can positively or negatively influence aspects of self-concept. By applying logical reasoning, data interpretation, and algebraic thinking, they will understand that an individual's sense of self is dynamic and continually shaped by experiences, relationships, and personal growth.

Language 2:

Telugu:

Students will explore the different types of verbs and learn the lesson **"Parishubhrata" (Cleanliness)**. Through grammar exercises, reading activities, discussions, and written tasks, they will identify and use verbs appropriately in different contexts while expanding their vocabulary and strengthening their language skills.

The lesson on cleanliness will encourage students to understand the importance of personal hygiene, maintaining clean surroundings, and adopting responsible habits in their daily lives. These experiences will support the development of reading comprehension, communication, and thinking skills while fostering a sense of responsibility towards personal well-being and the environment.

Hindi:

Students will inquire into काल (tenses) and विराम चिह्न (punctuation marks) through stories and engaging language activities. They will explore how tenses indicate the time of an action and how punctuation marks bring clarity, meaning, and expression to written communication. Through discussions, sentence construction, reading, and creative writing, students will apply their understanding in different contexts, strengthening their vocabulary, grammatical accuracy, reading comprehension, and communication skills.

French:

Students will learn Les Verbes en -GER et -CER and La Négation (Negative Sentences). They will practise conjugating common -GER and -CER verbs in the present tense and learn to form negative sentences using ne...pas.

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Learning and Teaching - Month Ahead

Through reading, writing, listening, and speaking activities, students will practise applying these grammatical structures and constructing meaningful affirmative and negative sentences in French.

Spanish:

Students will explore the irregular verbs **ir (to go), hacer (to do/make), poder (to be able to), and jugar (to play)**, along with vocabulary related to hobbies and leisure activities. They will learn to use these verbs in context and practise forming simple sentences to express their interests, preferences, and everyday activities. Through guided conversations, vocabulary-building tasks, writing exercises, and interactive classroom activities, students will strengthen their understanding of verb usage and sentence structure. These experiences will support the development of their listening, speaking, reading, and writing skills while encouraging them to communicate more confidently in Spanish.

Compulsory Telugu:

Students will revise the Telugu vowels (అ–అః), consonants (క–ణ), number names (1–50), colour names, and animal names through various activities with the help of pictures. They will be introduced to the Telugu names of vegetables and learn their English equivalents. Additionally, students will be introduced to the Telugu consonants of the త వర్గం and ప వర్గం and practise their correct pronunciation. By identifying picture words associated with each consonant, students will learn to connect letter sounds with meaningful vocabulary. Videos, picture-based discussions, and oral practice will make learning engaging while helping students develop their listening, speaking, reading, and writing skills in Telugu.

Hindi:

Students will strengthen their Hindi language skills by practising letter recognition, pronunciation, and writing through interactive activities. They will explore two-letter and three-letter Hindi words using pictures and familiar examples. Flashcards, picture-word matching, and engaging language games will support them in identifying images, reading simple words, and connecting words with their meanings. These activities will help expand their vocabulary, improve reading and writing skills, and build confidence in speaking Hindi, making the learning experience enjoyable and meaningful.

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Learning and Teaching - Month Ahead

Drama:

Students will explore Physical Theatre, discovering how the body can communicate stories and emotions without words. They will experiment with body shapes, levels, space, movement, rhythm, and facial expressions to create powerful frozen images and moving sculptures. Through collaborative activities, students will develop ensemble synchronization, coordination, and emotional expression. They will combine these techniques to create and perform their own physical stories, strengthening their creativity, teamwork, and storytelling skills.

Music:

Students will explore the different types of Indian classical music, with a special focus on an introduction to Carnatic classical music. They will learn about its fundamental concepts, basic structure, and significance within the Indian musical tradition. Students will be introduced to two prominent ragas, Mayamalavagowla and Mohana, and will explore their distinctive swara patterns and melodic characteristics. They will practise simple Alankaras in Mayamalavagowla raga to develop pitch accuracy, rhythmic coordination, voice control, and familiarity with swara sequences.

Through guided singing exercises, listening activities, and classroom discussions, students will investigate how ragas create distinctive melodic identities and contribute to musical expression. These learning experiences will encourage students to develop their musical vocabulary, strengthen their listening skills, and build confidence in vocal performance.

The learning process will promote curiosity, reflection, and an appreciation of India's rich classical music traditions while establishing a strong foundation for further exploration of Carnatic music.

Dance:

Students will explore a range of **Folk, Semi-Classical, and Classical dance forms** aligned with the Annual Day concept. They will inquire into the distinctive movements, rhythms, expressions, and cultural elements that characterise each dance style and understand how these elements contribute to storytelling and artistic expression. Through guided demonstrations, regular practice, and collaborative rehearsals, students will develop their body coordination, rhythm, spatial awareness, formations, and expressive skills.

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Learning and Teaching - Month Ahead

They will also explore choreography, transitions, and synchronisation to create a cohesive performance that reflects the central theme of the Annual Day. These learning experiences will encourage creativity, collaboration, discipline, and confidence while helping students appreciate the diversity of dance traditions and make meaningful connections between movement, culture, and expression.

Visual Arts:

Students will explore painting using a variety of media, including watercolours, pastels, and other art materials. They will experiment with the unique qualities of each medium, learning how to use colours, lines, shapes, and textures to express their ideas creatively.

Students will practise techniques such as colour mixing, blending, layering, and creating different textures. They will also develop their painting skills by planning compositions and choosing suitable colours and materials for their artwork. Through these activities, students will build confidence, creativity, and an appreciation of the many ways artists can express themselves.

PE:

Students will explore long jump and javelin throw, developing an understanding of the fundamental techniques, body movements, and safety measures associated with each event. Through guided demonstrations and practical activities, they will practise the approach run, take-off, landing techniques, and controlled throwing movements. Students will also learn the importance of body coordination, balance, strength, and accuracy in improving their performance. These learning experiences will encourage them to set personal goals, monitor their progress, and reflect on areas for improvement while demonstrating perseverance, self-management, and responsible participation. They will also develop an awareness of following safety guidelines and respecting the space and well-being of others during athletic activities.

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Learning and Teaching - Month Ahead

ICT:

Students will extend their understanding of the Internet through creative, inquiry-based, and interactive ICT activities. They will design an informative poster using Canva to communicate the uses, advantages, disadvantages, and safety measures associated with Internet usage. Through a slide presentation, learners will explain how the Internet works, identify its basic requirements, and explore its role in communication, research, and information sharing.

Learners will also create an animated story highlighting responsible Internet usage and online safety. By incorporating characters, backgrounds, dialogue, and animations, they will communicate meaningful messages through digital storytelling. These experiences will provide opportunities to develop creativity, communication, and digital problem-solving skills while making connections between technology and real-life situations.

Throughout the learning process, learners will continue to explore ways to safeguard personal information, evaluate the reliability of online resources, and practise responsible digital citizenship. The activities will nurture **Communicators, Thinkers, and Principled learners** who use technology creatively, critically, and responsibly.

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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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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
06th to 9th November	Friday to Monday	Diwali	Whole School
13th November	Friday	Children's Day Celebration in School	Whole School
21st & 22nd November 2026	Saturday & Sunday	Diplomathon	Grade 3, 4 & 5

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Platform	Link
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Facebook	https://www.facebook.com/thegaudiumschool
YouTube	https://www.youtube.com/c/Thegaudiumschool
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