THE GAUDIUM SCHOOL
Sculpting happy minds



PRISM

Grade: Nursery

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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

A Grand Tribute to the Golden Hearts – Celebrating Our Grandparents!

Celebrating the roots that nurture us, the stories that inspire us and the love that shapes who we are!

Some celebrations are special, but some leave behind memories that stay in our hearts forever. Our Grandparents' Celebration was one such beautiful occasion!

Our little learners from the Early Years brought the stage alive with their delightful speech and dance performances, dedicating their efforts to the grandparents who go above and beyond to make their lives special. With sparkling eyes, cheerful smiles and boundless enthusiasm, our young performers expressed their love and gratitude - one of our five core values in the most heartwarming way.

For many of our youngest learners of The Gaudium school, this was their first experience performing on a stage before such a large audience. Yet, they embraced the moment as true 'Risk-takers,' stepping out of their comfort zones with confidence and courage. They also demonstrated attribute of the learner profile 'Communicators,' expressing their happiness, emotions and affection through words, actions and graceful movements.



The atmosphere was filled with joy, laughter, smiles and infectious energy, making every moment truly memorable!

While our little ones stole the show, the celebration was, at its heart, a tribute to the extraordinary role grandparents play in shaping young lives. Grandparents are the storytellers who transport children into magical worlds, the role models who nurture values through their everyday actions, and the loving companions who generously share their most precious gift — their time.

They are the roots that keep families grounded and the pillars that pass on traditions, beliefs, values and wisdom from one generation to another.

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Message from the Grade Level Lead

Through their unconditional love, gentle guidance and countless little gestures, they leave an everlasting imprint on their grandchildren's identities.

This celebration connected beautifully with our IB PYP transdisciplinary theme 'Who We Are', particularly our inquiry into 'Relationships' and 'Family.' It offered a meaningful opportunity for our young learners to recognise how family relationships influence our identity and contribute to shaping who we are and who we become. Our grandparents are indeed an integral part of this journey!

The celebration was a grand success, made possible through the wonderful collaboration, commitment and collective efforts of our school and parent communities. When families and school come together, they create experiences that go far beyond celebrations — they create lasting memories and meaningful connections.

Early Years
Grade Level Lead
Thripura TNS

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Professional Development

The Math Enclave, a two-day professional development programme, was conducted at our organisation, bringing together educators to explore innovative and engaging ways of integrating mathematics into classroom learning. Educators had the opportunity to learn from eminent members of the mathematics community from across India, gaining valuable insights into effective teaching strategies and best practices.The sessions were highly engaging and interactive, emphasising the importance of developing mathematical thinking from the early years





Educators explored how mathematical concepts can be introduced meaningfully through play-based learning, rhymes, hands-on experiences, and fun-filled activities. They also shared their classroom experiences and effective practices, fostering collaboration and the exchange of ideas.

The two-day programme enriched educators' understanding of mathematics and inspired them to create joyful, meaningful, and engaging learning experiences that help young learners develop a strong foundation in mathematical concepts.

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School Philosophy - 5 Developmental Pillars

Global Leadership

As part of our Global Leadership experiences, Nursery students participated in the Student-Led Conference (SLC), where they took ownership of their learning and confidently shared their experiences with their parents. Through hands-on activities, they explored the Unit of Inquiry, How We Express Ourselves, focusing on different forms of play and how play helps them express their ideas and interact with others. In Language, students demonstrated their understanding of letter recognition, phonic sounds, and picture matching. In Mathematics, they showcased their skills in number recognition and quantification using a variety of resources. The SLC encouraged students to become confident, reflective, and responsible learners while celebrating their progress and achievements.





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School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

As part of our mindfulness sessions, Nursery students participated in an exciting activity called “Guess the Touch.”Students closed their eyes and used their sense of touch to explore different objects.They gently felt each item and tried to identify it without looking. The activity encouraged them to focus on the present moment and pay attention to their senses. Students explored different textures, shapes, and sizes through touch.

They were encouraged to think carefully and make thoughtful guesses. The experience helped develop concentration, sensory awareness, and observation skills. Students eagerly shared their guesses and enjoyed discovering the objects. The activity also encouraged curiosity, patience, and confidence. Through this mindful experience, our little learners discovered the joy of exploring the world using their sense of touch.





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School Philosophy - 5 Developmental Pillars

Holistic Excellence

Our Nursery learners had a wonderful opportunity to explore the exciting sport of badminton under the guidance of a coach. They were introduced to the badminton racket, shuttlecock, and basic playing techniques through demonstrations and hands-on practice.

Students took turns holding the racket and attempting gentle swings, developing hand-eye coordination, balance, body control, and concentration.
The session also encouraged them to listen to instructions, follow rules, practise patience, and cheer for their peers.
Such opportunities promote holistic development by nurturing physical fitness, social skills, teamwork, and sportsmanship from an early age.





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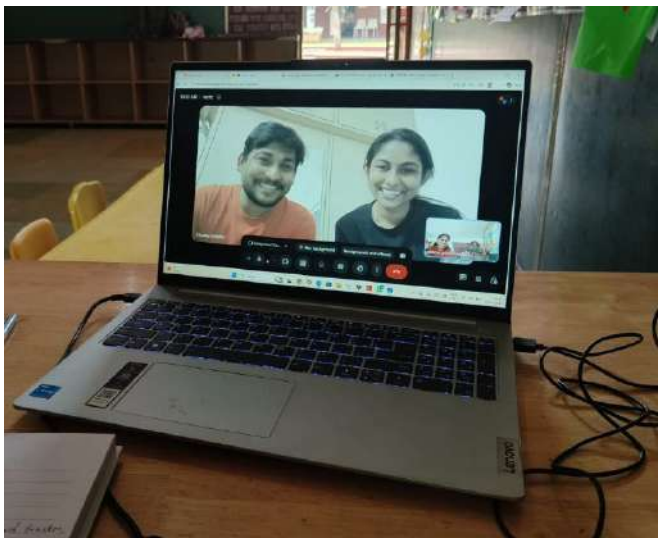
School Philosophy - 5 Developmental Pillars

Stakeholder Engagement

Stakeholder engagement in Nursery fostered meaningful connections between students, parents, teachers, and the wider school community. Through Student-Led Conferences (SLCs), parents witnessed their children's learning experiences across the Unit of Inquiry, Language, and Mathematics.

Students confidently showcased their understanding through hands-on activities, while parents actively participated in celebrating their progress. The Virtual Teacher-Parent Conference (TPC) provided an opportunity for parents and teachers to connect online and discuss each child's Term 1 progress, learning achievements, and areas for further development. These interactions encouraged open communication, shared responsibility, and collaboration between home and school.





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School Philosophy - 5 Developmental Pillars

Core value

Our Nursery learners explored the core value of Gratitude through a meaningful outdoor experience with nature. They gathered around a tree, gently touched its trunk, and expressed appreciation for the many gifts trees provide, such as shade, fresh air, fruits, and shelter for birds and animals.

Through simple conversations, students understood the importance of being thankful for nature and learned ways to care for trees, such as watering plants and protecting them. This experience nurtured kindness, respect, and environmental awareness, helping our little learners understand that gratitude can be expressed not only towards people but also towards nature and all that it gives us.





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Learning and Teaching - This Month

Unit of Inquiry:
Who We Are

Central Idea: Family relationships contribute to shaping our identity.

Lines of inquiry:
Family and its characteristics
Responsibilities within the family
Ways families influence our identity

Specified Concepts:
Form
Responsibility
Causation

Attributes of Learner Profile:
Caring
Open-minded
Reflective

Unit of Inquiry

This month, our young learners explored the importance of family relationships and their role in shaping our identity. Through our inquiry into Responsibility and Caring, students learned how to care for and help their family members by showing love, kindness and respect.Under Diversity and Identity, they explored how families may differ in their structures and traditions, yet each family is unique and special.

As part of our inquiry, we celebrated Grandparents' Day with joy and enthusiasm, giving children an opportunity to appreciate their grandparents' love, care and wisdom. Through these meaningful experiences, students reflected on their feelings, expressed gratitude and developed a deeper understanding of family bonds, togetherness and wellbeing.

Transdisciplinary Language:

As part of the Reading and Writing strands, students reinforced the sounds of the letters s, a, t, p, i, and n through multisensory experiences such as picture cards, sand and water tracing, clay modelling, and cut-and-paste activities. These hands-on experiences supported letter recognition, sound association, and early writing skills. Students were also introduced to the letter 'c' from Jolly Phonics Group 2.

As part of the Listening and Speaking strand, students developed their vocabulary and phonemic awareness through Jolly Jingles, rhymes, read-aloud sessions, and identifying familiar objects that begin with the target sounds. Through these engaging experiences, they strengthened their listening skills, oral language, and confidence in recognising and producing letter sounds.

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Learning and Teaching - This Month

Transdisciplinary Math:

As part of the Mathematical Development strand, students reinforced their understanding of numbers 1–8 through multisensory experiences using sensory trays, tactile materials, loose parts, clay, connectors, and interactive number games. These experiences supported number identification, number formation, tracing, and one-to-one correspondence. Through playful engagements, students practised counting objects in sequence, matching quantities to numerals, and identifying numbers in their surroundings.

The use of concrete and sensory materials encouraged students to explore numbers at their own pace while developing number sense, counting skills, visual recognition, and fine motor control. These experiential learning opportunities helped students build confidence in working with numbers 1–8 and laid a strong foundation for early mathematical understanding. Students were also introduced to Number 9, extending their learning through hands-on counting and quantification activities.

Music

Students are learning to sing the song "Jingle bells" singing along to the lively guitar accompaniment. They discovered the joyful swing rhythm through playful clapping, actions, and movement, turning every beat into an adventure.The musical experiences nurtured rhythm, coordination, listening skills, and confidence in a fun and engaging way.

Dance

Our Nursery students continued exploring Creative Movement through music, action songs, and simple movement activities. They explored different ways of moving their bodies, responded to musical cues, and expressed themselves through playful movements. As part of their preparation for Grandparents' Day, students also learnt simple movements and participated joyfully while creating a special experience for their grandparents.

Art

Students explored different painting techniques by using stencils to create their own artworks. They experimented with colour drops to create blot paintings, observing how colours spread and mix to produce interesting effects. As part of the Farmer's Market activities, students painted and decorated diyas, expressing their creativity while developing colour recognition, fine motor skills, and confidence in exploring different art materials and techniques.

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Learning and Teaching - This Month

PE

Students explored the skills of jumping, catching, and throwing. They learned about the benefits of forward jumping over 6-inch hurdles and performing ladder drills, as well as developing their overhand throwing and catching skills. They also experienced different sports and were introduced to the basic skills, simple rules, and fundamental concepts of each sport. Throughout the sessions, they practiced maintaining correct body posture. They also developed hand-eye coordination and ball control through catching activities, while focusing on accuracy, control, and proper technique during throwing activities.

Drama

Students engaged in performing both stories, The Lion and the Mouse and The Rabbit and the Tortoise. They explored the use of puppets created by PP1 children based on characters from the same stories. The focus is on independent performance with narration, encouraging confidence, expression, and storytelling skills.

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Learning and Teaching -This Month

Students explored and developed their physical skills through engaging, inquiry-based activities during their Physical Education classes.













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Learning and Teaching -This Month

Students explored letter sounds through engaging hands-on activities and story listening, strengthening their phonemic awareness and listening skills.








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Learning and Teaching - This Month

Students explored numbers through hands-on activities and number hopscotch, making learning fun and interactive while strengthening number recognition and counting skills.








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Learning and Teaching - This Month

Students explored family responsibilities through discussions and puppet-making, expressing how family members care for and support one another.













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Learning and Teaching - This Month

Our Nursery learners explored different emotions through drama, using facial expressions, gestures, and role-play to express their feelings creatively and confidently.













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Learning and Teaching - This Month

Students explored colours through creative Visual Arts activities, including painting diyas and colouring objects.








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Grandparents' Day

Grandparents' Day at The Gaudium was a joyful celebration filled with games like Number Train, Finding the Grandparents, Musical Chairs, and free dance. The shared experiences strengthened family bonds and created cherished memories of love, laughter, and togetherness.









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Learning and Teaching – Month Ahead

Unit of Inquiry
Central Idea:
How we organise ourselves- Community helpers
Lines of inquiry:

- Various communities we/people belong to
- Roles of people who are part of our communities/Role of people in making communities better
- Our responsibilities towards community's safety and well being

Specified Concepts
Form
Function/ Change
Responsibility

Attributes of Learner Profile
Risk taker
Balanced
Thinker

Unit of Inquiry

Students will begin exploring the unit How We Organise Ourselves – Community Helpers, with the central idea, "People play different roles for the safety and wellbeing of the communities they belong to." They will inquire into the different communities people belong to, the roles of community helpers and how they contribute to making communities better.

Through engaging discussions, role-play and hands-on experiences, students will explore their responsibilities towards community safety and wellbeing. This inquiry will encourage them to become Risk-takers, Balanced and Thinkers, while developing an understanding of the concepts of Form, Function, Change and Responsibility.

Transdisciplinary Language

Our Nursery learners will be introduced to Jolly Phonics Set 2 (c, k, e, h, r, m, d) through engaging jingles, action songs, and a multisensory approach. The learners will explore each letter and its corresponding sound through fun-filled activities that encourage listening, speaking, and sound recognition.

Transdisciplinary Math

Our Nursery learners will explore the world of numbers by being introduced to numbers 10, 11, and 12, along with backward counting and the shapes square, triangle, and rectangle. Through engaging, hands-on experiences and playful learning opportunities, children will develop their number recognition, counting skills, and understanding of basic mathematical concepts.

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Learning and Teaching – Month Ahead

The learners will also practise backward counting through action songs, movement-based games, and interactive activities, helping them develop number sequencing and early mathematical thinking.

PE

Students will be practicing for the Annual Day. They will inquire into the skill of dribbling. They will explore and understand the importance of dribbling in developing coordination and control. They also experienced different sports and were introduced to the basic skills, simple rules, and fundamental concepts of each sport. Throughout the sessions, they will practice maintaining correct body posture and ball-handling techniques while dribbling.

Art

Students will be shown artwork using tear and paste. They will share what did they observe in the pictures. They will watch a short video on this technique. Students will be asked to tear some old newspapers or colour papers. They will draw a shape of their choice and paste the paper cuttings inside the shape.

Dance

Our Nursery students will begin preparing for the upcoming Annual Day by exploring creative movements and learning simple choreography. Through music, rhythm, and guided movement activities, they will practise basic dance steps, develop coordination, and learn to follow musical cues. These sessions will encourage confidence, self-expression, and joyful participation as students gradually prepare for their Annual Day performance.

Music

Students will be learning the song "Jingle bells", accompanied by guitar.They are developing their sense of rhythm, melody, and musical expression through this fun song.The children are also exploring vocal exercises using the Major scale: Do, Re, Mi, Fa, So. These exercises help strengthen their voices and develop pitch awareness.

Drama

Children will engage in puppet-based storytelling, creating and developing their own stories through imagination and creativity. They will explore various puppetry techniques, focusing on hand movements, puppet manipulation, voice modulation, and character expression. Opportunities for free exploration and experimentation will encourage them to develop their storytelling abilities, enhance their confidence, and express their ideas independently through puppetry.

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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
5th Nov	Thursday	Diwali Special Assembly	Early Years
6th to 9th November	Friday to Monday	Diwali Holidays	Whole School
13th Nov	Friday	Children's Day Special Assembly by the teachers	Early years

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Social Media Links

Platform	Link
Website	https://www.thegaudium.com/
Instagram	https://www.instagram.com/thegaudiumhyd/
Facebook	https://www.facebook.com/thegaudiumschool
YouTube	https://www.youtube.com/c/Thegaudiumschool
Linkedin	https://www.linkedin.com/company/thegaudium/
Events	https://www.thegaudium.com/at-the-gaudium/gaudium-events/

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