THE GAUDIUM SCHOOL
Sculpting happy minds



PRISM

Grade : PP2

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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October Edition

Message from the Head of School

Dear Parents and The Gaudium Community,

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

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

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



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

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

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Message from the Head of School

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

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

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

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

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

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

Sudeshna Chatterjee
Head of School

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Message from the Grade Level Lead

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 Gaudium School hosted the Math Enclave on October 2nd and 3rd, bringing together educators to share classroom practices, exchange ideas, and explore innovative approaches to mathematics teaching and learning. The two-day event featured engaging sessions on differentiated and adaptive teaching, inquiry-based learning, mathematical thinking, creative classroom practices, problem-solving, AI-enabled authentic assessments, and technology integration across grade levels.





The second day, themed "The Practice Exchange: Strategies, Stories & Ideas from Our Classrooms," provided a collaborative platform for educators to share classroom experiences, successful activities, and effective teaching strategies. It fostered peer learning, reflection, and professional collaboration, inspiring educators to embrace innovative approaches and create meaningful, inclusive, and engaging mathematical learning experiences for students.

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School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers engaged in a variety of mindfulness experiences, including relaxation breathing, Shark Fin Breathing, Flower Breathing, Cloud Meditation, Guess the Taste, mindful walking, Wonder Pose, and Tree Pose. These age-appropriate practices nurtured calmness, self-awareness, emotional regulation, and focused attention, helping students develop simple strategies to manage their emotions and support their overall well-being.





By weaving mindfulness into everyday learning, GAUDIUM nurtures a calm, caring, and supportive environment where students feel valued and ready to learn. These mindful practices promote emotional well-being, positive relationships, and a healthy balance between learning and personal growth.

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School Philosophy - 5 Developmental Pillars

Stakeholder Engagement:

As part of Term 1, Virtual Parent–Teacher Meetings strengthened home–school partnerships through meaningful discussions on students' learning progress, strengths, and areas for growth. These conversations encouraged collaboration and shared reflection, fostering a collective commitment to each student's holistic development and continued learning journey.





As part of the Student-Led Conference (SLC), students confidently showcased their learning to their parents across various subject areas, including Language, Mathematics, and Unit of Inquiry. Through hands-on demonstrations and presentations of their work, they strengthened their communication, thinking, and reflection skills. The experience celebrated student agency, ownership of learning, and meaningful home–school connections.

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School Philosophy - 5 Developmental Pillars

Core Value:

This month, our focus was on Gratitude, encouraging students to recognise and appreciate the people, experiences, and little things that bring joy to their lives. Through stories, collaborative discussions, and real-life experiences, students explored the importance of expressing thankfulness, showing appreciation, and acknowledging acts of kindness. These experiences nurtured a sense of appreciation, kindness, and respect, fostering positive relationships and a caring classroom community.





As part of our focus on **Gratitude**, students created thank-you cards for people they appreciate and shared their reflections on the Gratitude Tree, identifying the important people in their lives. This meaningful experience encouraged reflection, nurtured empathy, and inspired students to take action by expressing appreciation and strengthening relationships.

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School Philosophy - 5 Developmental Pillars

Holistic Excellence:

Students of PP2 presented a special assembly for the New England Association of Schools and Colleges (NEASC), showcasing their learning and meaningful actions from the Unit of Inquiry. Through their presentations, students demonstrated their understanding, creativity, and sense of responsibility, highlighting how they apply their learning to real-life situations. The assembly celebrated student agency, confidence, and the meaningful connections between learning and action.





Global Leadership:

As part of the upcoming Farmers' Market – Seeds of Tomorrow, students have begun creating handmade coasters as their contribution to the market. This learning experience nurtures student agency, creativity, and collaboration, while encouraging students to take meaningful action and develop a sense of responsibility towards their community. Through this initiative, students are making connections between their efforts and the impact they can create through collective action.

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Learning and Teaching - This Month

Unit of Inquiry:
How the world works

Central Idea:
Earth's natural cycles influence the activities of living things.

Lines of inquiry:

- Natural cycles and its patterns
- Ways people respond to Earth's natural cycle
- Impact of change in natural cycles on living things

Specified Concepts:
Change
Connection
Causation

Attributes of Learner Profile:
Caring,
Inquirers,
Knowledgeable

Unit of Inquiry:

As the unit of inquiry **'How the World Works'** concluded, our young inquirers reflected on their learning and deepened their understanding of how Earth's natural cycles influence the lives of living things. Through stories, hands-on explorations, discussions, observations, and collaborative experiences, students investigated natural patterns such as day and night, changing seasons, and weather, making meaningful connections to the world around them. Throughout the unit, students explored how people, plants, and animals respond and adapt to changes in their environment The story The Ant and the Grasshopper encouraged them to think about how living things prepare for and respond to seasonal changes, fostering their understanding of the concepts of **Change, Connection, and Causation**.

Students also reflected on their role in caring for the Earth and explored simple, meaningful actions such as conserving water, switching off lights and fans when not in use, and caring for plants and animals. As they revisited the central idea, "Earth's natural cycles influence the activities of living things," students shared their developing understandings, made connections to their everyday experiences, and reflected on how their actions can contribute to a healthier environment. This journey nurtured their curiosity as Inquirers, strengthened their ability to make connections and think critically, and encouraged them to become more responsible and mindful members of their community and the natural world.

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Learning and Teaching - This Month

Transdisciplinary Language:
As part of their literacy journey, students reinforced Group 4 sounds of Jolly Phonics, strengthening their phonemic awareness and ability to blend sounds to read words. They applied their understanding of letter-sound relationships to frame simple, meaningful sentences, making connections between spoken and written language. These experiences supported the development of their reading and writing skills and encouraged confidence in expressing their ideas through written language.

Transdisciplinary Math:
Students consolidated their understanding of numbers from 200 to 250, number patterns, number comparison, skip counting by 2s, 5s, and 10s, and calendar skills through hands-on activities and interactive games, strengthening their number sense and logical thinking.

Art:
Students explored their creativity by designing and creating handmade coasters for the Farmers' Market. They experimented with different painting techniques, used stencils to create designs, and explored printmaking to incorporate colours, patterns, and textures into their work. Through these hands-on experiences, students developed their fine-motor skills, attention to detail, and ability to make creative choices. They expressed their individual ideas, explored different materials, and took pride in creating unique and useful products, contributing meaningfully to the Farmers' Market.

Drama:
Students participated in a variety of voice exercises to develop voice projection, clarity, and modulation. They explored different vocal techniques, including variations in volume, pitch, tone, and pace, to understand how the voice could be used effectively to convey emotions and communicate ideas. These activities helped enhance their vocal expression and confidence in speaking before an audience. Students were also introduced to the story The Why-Why Girl, exploring its theme, characters, and central idea. This introduction encouraged curiosity, active participation, and an understanding of the story's context in preparation for further dramatic exploration and performance.

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Dance:

In October, our PP2 students explored Creative Movement and Dance through music, rhythm, and expressive movement activities. As they prepared for Grandparents' Day, students learnt and practised simple dance sequences, developing rhythm, coordination, confidence, and teamwork. Students also participated in Farmers' Market preparations through dance and movement, exploring themes of farmers, nature, and our responsibility towards the environment.

Music:

Students are joyfully learning the song "It's a Small World," accompanied by the guitar. Through this musical experience, they are developing their sense of rhythm, melody, and musical expression. They are also exploring vocal exercises and solfège in the major scale up to the fifth note — Do, Re, Mi, Fa, and So. These engaging sessions are strengthening their pitch awareness, vocal control, and listening skills while nurturing their confidence and appreciation for music. The students continue to enjoy their musical journey with enthusiasm and joy!

P.E:

This month, students explored the skills of hopping, throwing, and catching. They learned about the benefits of hopping, overhand and underhand throws, and low catches. They also experienced different sports and were introduced to the basic skills, simple rules, and fundamental concepts of each sport. Throughout the sessions, they developed an awareness of the correct body posture required for hopping, overhand throws, and underhand throws.

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Learning and Teaching - This Month

Students concluded their second **Unit of Inquiry, "How the World Works,"** by exploring how Earth's natural cycles influence living things. Taking meaningful action, they created posters on saving water, providing water for birds, planting trees, and conserving electricity. These experiences nurtured their sense of responsibility, environmental awareness, and commitment to caring for our planet.













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Learning and Teaching - This Month

Students enthusiastically explored their surroundings through hands-on experiences. They observed, questioned, and made connections, developing their understanding of the world around them.













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Learning and Teaching - This Month

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Learning and Teaching - This Month

Students explored **Art, Music, Drama, Library, and Dance**, developing their creativity, communication skills, self-expression, and confidence while nurturing their curiosity and appreciation for diverse forms of learning.













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Student-Led Conference (SLC)

Students confidently showcased their learning, shared their progress, and reflected on their achievements. Through meaningful presentations, they demonstrated their understanding, communication skills, and student agency, taking ownership of their learning journey.








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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 strengthen family bonds and created cherished memories of love, laughter, and togetherness.









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Learning and Teaching –Month Ahead

Unit of Inquiry:
How We express ourselves

Central Idea:
Celebrations and traditions are expressions of shared beliefs, and values

Lines of inquiry:

- Celebrations and traditions around the world
- Reasons for various celebrations
- Ways celebrations and traditions have changed over time

Specified Concepts:
Form
Causation
Change

Attributes of Learner Profile:
Open minded
Communicator
Reflective

Unit of Inquiry:

Students will begin their third unit of inquiry, 'How We Express Ourselves,' exploring how celebrations and traditions express shared beliefs and values. A provocation task using pictures and artefacts from celebrations around the world will spark curiosity and encourage students to share their prior knowledge and personal experiences.

Through stories, discussions, and collaborative learning engagements, Through stories, discussions, and collaborative learning engagements, students will investigate why people celebrate, how traditions change over time, and how celebrations bring people together. This inquiry will foster cultural appreciation, open-mindedness, communication, and reflection.

Transdisciplinary Language:

Students will continue to develop their communication skills through sentence construction, punctuation, and ORT reading. They will explore Group 5 sounds of Jolly Phonics, strengthening their phonemic awareness and blending skills. Through picture talks and viewing experiences, students will observe, interpret, and communicate ideas while expanding their vocabulary, comprehension, and ability to construct meaningful sentences.

Transdisciplinary Math:

Students will extend their mathematical understanding by exploring number names, 2D and 3D shapes, and cardinal and ordinal numbers. Through hands-on explorations and interactive learning experiences, they will recognise mathematical relationships and apply their understanding to real-life contexts, strengthening their logical thinking and problem-solving skills.

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Learning and Teaching –Month Ahead

Music:

Students will continue their musical journey by learning the lively Telugu folk song "Eruvaka Vachindhi Hoyi," celebrating farmers and the joy of the farming festival. Through this song, they will explore the cultural traditions associated with agriculture and harvest celebrations while developing an appreciation for Telugu folk music. They will also practise the musical notes Do, Re, Mi, Fa, and Sol in the G Major scale, strengthening their pitch accuracy, listening skills, and vocal control. These engaging musical experiences will nurture cultural awareness, musical expression, and confidence.

Dance:

In November, our PP2 students will begin preparing for the upcoming Annual Day through Creative Movement and Dance sessions. Students will learn and practise dance sequences, exploring rhythm, coordination, timing, and expressive movements while working towards their Annual Day performance. Through regular practice, students will develop confidence, musicality, body control, spatial awareness, teamwork, and self-expression.

Drama:

Students will explore the story The Why-Why Girl by working collaboratively in groups to create and develop scenes based on key events from the narrative. They will identify characters, understand their roles, and experiment with appropriate movements, expressions, and stage positioning to bring the scenes to life. Students will also engage in dialogue practice, focusing on voice projection, clarity, modulation, and appropriate expression. These experiences will encourage teamwork, creativity, confidence, and effective communication while preparing them for the upcoming dramatic presentation.

P.E:

In the month of November, students will prepare for the Annual Cultural Day while exploring the skill of dribbling. They will develop coordination, control, and balance through focused practice, learning to maintain correct body posture and effective ball-handling techniques. Students will also explore different sports, gaining an understanding of their basic skills, simple rules, and fundamental concepts.

Art:

Students will explore how colours, shapes, lines, and textures can be repeated to create patterns in art. Through picture observations and discussions, they will identify patterns in different artworks and understand how repeating elements create interesting designs. They will apply their understanding by creating their own patterns using colours, shapes, or lines, expressing their creativity through art.

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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.

IB CONTINUUM
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Coming Up Next

Date	Day	Event	Grade
3rd Nov	Tuesday	PP1 Guest Talk	PP1
5th Nov	Thursday	Diwali Special Assembly	PP1 and PP2
6th to 9th November	Friday to Monday	Diwali Holidays	Whole School
11th Nov	Wednesday	Guest Talk - by Teachers & Class Assembly	PP2
12th Nov	Thursday	Class Assembly	PP1
13th Nov	Friday	Children's Day Special Assembly by the teachers	Early Years
19th Nov	Thursday	Class Assembly	PP1
20th Nov	Friday	Class Assembly	PP2
26th Nov	Thursday	Class Assembly	PP1
27th Nov	Friday	Class Assembly	PP2

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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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