THE GAUDIUM SCHOOL
Sculpting happy minds



PRISM

Grade : PP1

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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

Stakeholder Engagement

Our PP1 students celebrated Grandparents' Day at The Gaudium, where all the stakeholders came together to celebrate this precious bond between our young learners and their beloved grandparents. It was a true tribute to the grandparents for their unconditional love who always go above and beyond to take care of their grandchildren!

It was a joyful and magical occasion filled with smiles, laughter, special moments, and cherished memories as our learners expressed their love and gratitude for their grandparents.
The Virtual TWC - Three Way Conference brought the parent and teacher community together where they reflected on the learners' learning progression so far and discussed the feedforward which will help the learners to attain their set goals.



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School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers participated in a variety of mindfulness practices designed to promote relaxation, self-awareness, and focus. These activities included flower breathing, balloon breathing, mindful walking and eating, sensory exploration, Tree Pose, Mandala Art, and the 5-4-3-2-1 grounding technique, which uses the five senses to help individuals stay connected to the present moment and feel calm. Other age-appropriate mindfulness exercises were also incorporated to support emotional awareness and well-being. These practices helped students develop self-awareness, emotional balance, concentration, and calmness while introducing simple strategies to manage emotions, stay grounded, and navigate everyday challenges. By integrating mindfulness into daily routines, 'The Gaudium' fosters a calm, supportive, and nurturing environment that promotes personal growth and learning. The initiative encourages both students and educators to approach each day with positivity, confidence, and a sense of well-being, contributing to a healthy, happy, and harmonious school community.



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School Philosophy - 5 Developmental Pillars

Global Leadership:

As The Gaudium School prepares for its upcoming unique 'Farmers' Market,' themed "Seeds of Tomorrow," PP1 students have enthusiastically begun creating handmade keychains to contribute to this special event. This initiative provides a valuable opportunity for students to express their creativity, take ownership of their learning, and work together towards a shared goal. By engaging in this meaningful action, students are developing a deeper sense of responsibility towards the farming community and understanding how small individual efforts, when united, can make a positive difference.





Holistic Excellence:

During the great initiative of 'EYP Sports experience', the early years students were introduced to the basic skills, simple rules and fundamental concepts of the Badminton sport. The sessions were age-appropriate, engaging and focused on learning through participation. The primary focus at the EYP level was fun, participation, basic sports education, movement development and building a positive attitude towards physical activity.

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School Philosophy - 5 Developmental Pillars

Core Value:

Our five core values—Respect, Empathy, Integrity, Perseverance, and Gratitude—serve as guiding principles that help our learners develop a strong ethical foundation while creating harmony between their inner feelings and the world around them. In October, the students enjoyed listening to stories on 'Gratitude' discussed the importance of showing gratitude for the things we have and the family that helping us every day and the nature that is giving us everything to survive.



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Learning and Teaching -This Month

Unit of Inquiry:
Who we are

Central Idea:
Our senses help us to explore the world around us

Lines of inquiry:

- Sense organs and their purposes
- Way we use senses to connect to the world around us
- Actions that impact the functioning of our sense organs

Specified Concepts:
Function
Perspective
Causation

Attributes of Learner Profile:
Inquirer,
Caring,
Communicators

Unit of Inquiry:

As part of ongoing theme 'Who We Are,' with the central idea, 'Our Senses Help Us to explore the world around us,' to deepen their conceptual understanding, the students visited Playscape during the going further stage of the inquiry cycle. They explored different textures by touching pebbles, sand, grass, balls, and bumpy blocks. They enjoyed sliding, playing with water, engaging in pretend play, played with musical instruments and riding toy cars.

They also enjoyed the smell corner. Through these hands-on experiences, students discovered how their eyes help them see, ears help them hear, nose helps them smell and skin helps them feel, deepening their understanding of how our senses help us explore the world around us.

Students also reflected on ways to care for their sense organs and discussed the importance of making healthy and safe choices. They learned to eat healthy food, maintain a safe distance from screens, listen to music at a comfortable volume, keep their surroundings clean, and use their senses of taste and touch safely.
These meaningful experiences helped students understand the functions of their sense organs and recognise their responsibility in caring for them. The learning journey encouraged them to develop the attributes of the learner profile of being Inquirers, Communicators, and Caring learners as they explored, shared their discoveries, and reflected on ways to keep their senses healthy and safe.

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Learning and Teaching -This Month

Transdisciplinary Language:

Our young learners explored the letter 'Mm' through Jolly Phonics jingles, related stories, colourful flashcards and familiar objects. They also reinforced the first set of sounds (s, a, t, i, p, n)
and the letters Cc, Kk, Ee, Hh, Rr and Mm through playful, hands-on experiences. They practised recognizing uppercase and lowercase letters, connecting sounds to familiar objects, letters formation and blending sounds to read two- and three-letter words, building their early literacy skills with confidence. They also participated in small group engagements to enhance their social skills while developing their literacy skills.

Transdisciplinary Math:

This month, our young learners explored numbers from 41 to 60, focusing on developing their understanding of place value, particularly tens and ones. Through engaging, hands-on activities, students learned how numbers are formed and how each digit represents a specific value.
They used place value mats to identify numbers and distinguish between the tens and ones places.During an exciting dice-rolling activity, students identified numbers and placed them in the appropriate place value columns, helping them recognise number patterns and strengthen their number sense.

Students also used blocks to represent numbers by grouping objects into tens and counting the remaining ones. These practical experiences helped them visualise number composition and understand the relationship between tens and ones. By manipulating materials, arranging blocks, and representing numbers in different ways, students developed their counting skills, critical thinking, and problem-solving abilities.

PE:

This month, 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.

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Learning and Teaching -This Month

Art:

Students explored basic shapes by observing and sorting pictures, identifying different shapes, and sharing their ideas. They applied their understanding by creating Jack-o'-lantern artwork using basic shapes. As part of the Farmer's Market activities, students painted and decorated diyas and designed keychains using Mouldit. These hands-on experiences encouraged creativity, strengthened fine motor skills, and built confidence in exploring different art materials and techniques.

Drama:

Students created hand puppets of characters from the stories and explore puppet theatre. They used their puppets to perform simple scenes, focusing on voice, movement, and storytelling, while building creativity and confidence in expressing ideas through puppetry. Students also explored parts of a story – beginning, middle and end, title of a story and moral of a story.

Music:

Students learned the song "Down by the Jungle," accompanied by guitar.They developed their rhythm, listening skills, and confidence through this engaging musical experience. The students also practised solfège in the Major scale up to the 5th note: Do, Re, Mi, Fa, So. These vocal exercises helped them develop pitch awareness and strengthen their singing skills. It was delightful to see them enjoying music while learning and expressing themselves with enthusiasm!

Dance:

In October, PP1 students explored how movement used to express ideas, feelings, and imagination. Through music, action songs, storytelling, and creative movement activities, they had opportunities to experiment with their own movements and respond to different musical cues. Students developed self-expression, creativity, rhythm, coordination, listening skills, and body awareness while learning to make movement choices and share space with others.

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Learning and Teaching -This Month

Students explored their senses through various learning engagements during their field trip to Playscape, using their senses to observe, touch, listen, and experience the world around them.













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Learning and Teaching -This Month

Students exploring pre-writing and literacy skills.








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Learning and Teaching -This Month

Students exploring the Math concepts. Parents and teachers collaboration for the betterment of the learners' learning journey.











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Learning and Teaching -This Month

Students preparing the key chains for the upcoming unique event of The Gaudium School - Farmer's Market.









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Learning and Teaching -This Month

Students presenting themselves during their class assembly and enjoying the various learning spaces in the campus such as classroom, amphitheatre, library and outdoors.








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Learning and Teaching -This Month

Students experiencing badminton during their Sports Experience sessions.







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Learning and Teaching –Month ahead

Unit of Inquiry:
Who we are

Central Idea:
Our senses help us to explore the world around us

Lines of inquiry:

- Sense organs and their purposes
- Way we use senses to connect to the world around us
- Actions that impact the functioning of our sense organs

Specified Concepts:
Function
Perspective
Causation

Attributes of Learner Profile:
Inquirer,
Caring,
Communicators

Unit of Inquiry:

Students will deepen their understanding of the senses through guest talks with experts, sensory walks, creating a My Senses Collage, and exploring safe and unsafe choices related to caring for their sense organs. As an action, they will participate in a 21-Day Sense Care Challenge, practising healthy habits and reflecting on how their everyday choices help them protect and care for their senses.

Transdisciplinary Language:

Students will explore the third set of Jolly Phonics sounds through engaging, hands-on experiences. They will practise recognizing uppercase and lowercase letters, matching sounds with familiar objects, and blending sounds to read simple two- and three-letter words, making meaningful connections to their learning. They also explore various learning engagements to promote viewing and presenting and, listening and speaking skills.

Transdisciplinary Math:

In the coming month, the students will explore numbers beyond 60 through hands-on activities and games, practising counting, number recognition, sequencing, and place value (tens and ones). They will also identify the number that comes before a given number, strengthening their number sense, problem-solving skills, and confidence in mathematics.

Music:

Students will learn the beautiful Marathi song “Mamacha Gavala Zavuya.” Through this they will practise rhythm, developing a sense of beat, and singing along with guitar accompaniment. These activities help strengthen their listening skills, vocal coordination, and rhythmic awareness while making music learning joyful and engaging.

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Learning and Teaching –Month ahead

Dance:

In November, PP1 students will begin preparing for the upcoming Annual Day through creative movement and guided choreography sessions. They will learn simple dance sequences, practise coordinating their movements with music, and explore rhythm, timing, and body control while working towards their performance.Through regular practice, students will develop coordination, rhythm, spatial awareness, confidence, teamwork, and self-expression.

Drama:

Students 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.

Art:

Facilitator will show images of objects related to different shapes.

Students will identify the shape shown and will bring objects from their immediate environment or give examples for the shapes they are aware of. Students will watch a song/video on 2D shapes. They will draw a shape of their choice and fill with colour of their choice.

P.E:

In the month of November, students 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.

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Education World All India Ranking

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

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

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

Thank you for being part of our journey.



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CFORE All India Ranking 2025 - 26

A proud milestone for The Gaudium School

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



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

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



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

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

LEADERS WHO LEAD THE CHANGE

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

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

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

INNOVATION BEYOND THE CLASSROOM

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

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

THE NEW AGE OF LEARNING

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

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

BUILDING THE LEARNERS OF TOMORROW

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

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

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

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



Sudeshna Chatterjee
Head of School
The Gaudium School
Hyderabad

THE TEACHER AS ARCHITECT OF CHARACTER-SCULPTING HAPPY MINDS

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

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

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

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

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Coming Up Next

Date	Day	Event	Grade
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
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
21st Nov	Saturday	Holiday (Tentatively)	Early Years
26th Nov	Thursday	Class Assembly	PP1

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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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