THE GAUDIUM SCHOOL
Sculpting happy minds

PRISM

Grade 1
October 2026

SOLICITUD · IN CANDIDACY · CANDIDATURE

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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 Center Head

Dear Parents,
Greetings from the Gaudium School!

October was a month filled with meaningful learning experiences, creativity and opportunities to strengthen connections between home and school.

The month began with the Student-Led Conferences (SLC), where students confidently shared their learning journeys, reflections and achievements with their parents, demonstrating ownership and pride in their learning.

Our Early Years learners enjoyed a special Grandparents' Day celebration, creating beautiful memories through shared activities and joyful interactions. The celebration helped children stay connected to their roots, appreciate family traditions and cherish the wisdom and experiences passed down through generations.

As part of their Units of Inquiry, students explored different cultures, traditions, languages and ways of life. The Culture Day celebration brought students, parents and teachers together to share their cultural backgrounds and traditions.

These authentic experiences helped children appreciate their own identities, respect diversity and strengthen their international-mindedness.



The Farmers' Market was another highlight, where students showcased their creativity by making artefacts and handmade products.

As partners in learning, we can continue these conversations at home by sharing family stories, celebrating traditions, exploring the cultures and traditions of different countries, and encouraging children to respect diverse perspectives

Together, let us nurture learners who remain connected to their roots while embracing international-mindedness and growing into open-minded, caring and responsible global citizens.

Sapna Mehrotra
Center Head & IBPYP Coordinator
Nanakramguda Campus

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School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students participated in traditional games such as Hopscotch, Follow the Leader, Freeze Tag, Simon Says, and Passing the Ball, developing physical fitness, balance, coordination, teamwork, cooperation, and active listening. Alongside these play-based experiences, they practised breathing exercises, quiet sitting, and identifying emotions through pictures and facial expressions. These experiences nurtured physical and emotional well-being, self-awareness, and emotional regulation while strengthening Social and Self-management Skills (ATL). Students demonstrated the IB Learner Profile attributes of Balanced, Caring, and Reflective learners, recognising the importance of caring for both their body and mind.









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School Philosophy- 5 Developmental Pillars

Core value

As part of the Core Values – Gratitude, students listened to the story The Shoemaker and the Elves and wrote their reflections on the importance of kindness, thankfulness, and appreciating the help they receive from others. This experience nurtured the IB Learner Profile attributes of Caring and Reflective while strengthening their Communication and Thinking Skills (ATL).





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School Philosophy- 5 Developmental Pillars

Holistic Excellence

As part of the Holistic Excellence pillar, students engaged in meaningful, hands-on experiences that nurtured independence, creativity, and practical life skills. They began by practising clothes folding, developing self-management and responsibility in their daily routines. Their creativity was further enhanced during pottery sessions, where they explored the pottery wheel to create clay artefacts, strengthening patience, coordination, and fine motor skills. Building on these creative experiences, students experimented with the tie-and-dye technique, exploring colours and patterns to create unique handkerchiefs for the Farmers' Market. These experiences fostered the IB Learner Profile attributes of Risk-takers, Thinkers, and Reflective learners, while strengthening their Self-management, Thinking, and Research Skills (ATL) and encouraging learners to apply their skills creatively and independently in real-life contexts.







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School Philosophy- 5 Developmental Pillars

Global Leadership

Our learners demonstrated leadership by taking responsibility for regular classroom duties and maintaining their learning environments. During the Student-Led Conference, they took ownership of their learning by presenting their classroom experiences, sharing their work, and reflecting with parents and grandparents. During the Culture Parade, students confidently showcased their traditional attire and shared information about the regions and cultural practices they represented, demonstrating cultural awareness and respect for diversity. These experiences strengthened their Communication, Self-management, and Thinking Skills (ATL) while fostering student agency, responsibility, and ownership of learning.









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School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

As part of the Stakeholder Engagement pillar, parents participated in the Student-Led Conference, witnessing their children take ownership of their learning and share their classroom experiences, demonstrating the learner profile attributes of Communicators and Reflective learners. Their participation in the Culture Parade, connected to *How We Express Ourselves*, celebrated cultural diversity and nurtured Open-mindedness. Parents also visited the Kollur campus Farmers' Market and supported the initiative by purchasing products, including tie-and-dye handkerchiefs created by their children. This experience fostered Caring and Principled attitudes as learners recognised the value of their contributions to the community. Across these experiences, students strengthened their Communication, Social, Self-management, and Thinking Skills (ATL) while developing confidence, taking responsibility, and building meaningful home-school partnerships.







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Learning and Teaching- Month Review

Transdisciplinary Theme:
How we express ourselves
Central idea:
People express their culture in different ways.

Lines of Inquiry:

- Ways people express their culture
- Impact of cultural practices and traditions on people's life
- Our responsibility to respect and value cultural differences

Concepts:
Connection
Causation
Responsibility

Additional Concepts:
Group Identity
Expression
Patterns
Rhythm

Learner Profiles:
Open minded
Thinkers
Communicators

Unit of Inquiry
Students deepened their inquiry into the diverse cultures of different Indian states through research and peer sharing, exploring traditional food, clothing, homes, art forms, music, dance, and musical instruments. They also investigated the evolution of sports, connecting traditional games such as Lagori, Gilli Danda, Hockey, and Shatranj (Chess) with popular sports played around the world, including Football, Cricket, and Basketball. These experiences nurtured cultural appreciation, open-mindedness, research skills, and an understanding of how traditions connect people across generations and communities.

Transdisciplinary Language

Students explored different stories and identified key story elements, including characters, setting, events, and ending. They also connected stories to their transdisciplinary unit on Culture, exploring how stories reflect traditions, values, and ways of life across communities. Through storytelling, reading, and discussions, they expressed their ideas, made predictions, and retold stories in their own words. They also explored hard and soft ‘g’ sounds and revisited riddles and cause-and-effect relationships through engaging learning activities. These experiences strengthened their listening, speaking, reading, and writing skills while nurturing their imagination, creativity, critical thinking, and appreciation of cultural diversity.

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Learning and Teaching- Month Review

Transdisciplinary Math

Students explored map pointing and directions through hands-on activities using the map of India. They identified different states, located them using cardinal directions—North, South, East, and West—and made connections to the cultural diversity of each region. By locating states such as Gujarat, Rajasthan, Punjab, Kerala, and Jammu and Kashmir, they connected geographical locations with their unique traditional clothing, food, festivals, art forms, and dances. They also compared the locations of different states and discussed how cultures vary across regions. These experiences helped them understand how maps represent places and how geography connects with culture.

In Mathematics, students revisited addition using grouping, regrouping, and carrying over, and practised simple subtraction through hands-on learning engagements. These experiences strengthened their number sense, spatial awareness, problem-solving, and critical-thinking skills.

Drama

Students explored how to use their body, voice, and space to communicate ideas through cultural stories, traditions, and celebrations. They participated in guided role-play and explored how characters expressed emotions, ideas, and experiences. Through responding to stories and performances, they identified and discussed the messages conveyed through drama, deepening their appreciation of cultural diversity. These experiences strengthened their Communication, Social, and Thinking Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Open-minded, and Risk-takers.

P.E

Students practised the 500 g medicine ball throw, focusing on throwing techniques, coordination, balance, and controlled movement. Through skill-based activities, they explored body positioning, arm movement, weight transfer, and controlled release. Connecting their learning to the Culture Unit of Inquiry, students explored traditional games from different cultures and discovered how games and physical activities reflect cultural practices and traditions. These experiences strengthened their Thinking Skills – Information Transfer (ATL) as they applied learned techniques to new activities. Students also explored the key concepts of Function and Change, understanding how body parts work together and how adjustments in technique can improve performance.

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Learning and Teaching- Month Review

They demonstrated the IB Learner Profile attributes of Inquirers and Knowledgeable learners by asking questions, exploring cultural games, and applying their learning to develop their physical skills.

Music

Students explored musical compositions inspired by different cultures and traditions, expressing themselves through music. They investigated how musical elements and instruments communicate ideas, feelings, and experiences through songs in their mother tongue and cultural traditions. They shared reflections on their learning, explored high and low pitches, and practised vocal exercises using different scales and vowel sounds to strengthen their singing techniques. Students also practised staff notation and the treble clef, developing their musical understanding, listening skills, and appreciation of cultural diversity. These experiences strengthened their Communication, Thinking, and Self-management Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Open-minded, and Reflective learners.

Dance

Students explored Bhangra, an Indian folk dance, as a way to express themselves and connect with culture, music, and others. They developed body awareness through simple movements while exploring space, levels, direction, tempo, rhythm, and energy. Students created short movement sequences using Bhangra steps, repetition, unison, and simple partner or group formations. They practised responding to music and peers while developing dance vocabulary and appreciating others' performances. Through the transdisciplinary theme How We Express Ourselves, students explored the concepts of Connection, Causation, and Responsibility, demonstrating the IB Learner Profile attributes of Principled, Caring, and Reflective learners through respectful collaboration, thoughtful movement choices, and reflection on their learning.

Art

Students revisited and strengthened their understanding of geometric, organic, and free-form shapes, positive and negative space, and patterns. They explored how these visual elements could be thoughtfully arranged to create meaningful designs. Building on this learning, students experimented with the tie-and-dye technique to create handkerchiefs for the Farmers' Market.

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Learning and Teaching- Month Review

They explored the traditional textile art of Bandhani, practised in Gujarat and Rajasthan, making connections between art and cultural heritage. Through this hands-on experience, students experimented with colours, patterns, and forms while applying the key concepts of Form and Function through their creative designs. These experiences nurtured creativity, cultural appreciation, and independent thinking.

Second language- Spanish

Students explored numbers from 21 to 30 and engaged in self-introduction activities to develop confidence in expressing themselves. They reinforced their understanding of the days of the week and months of the year, practised greetings to enhance their conversational skills, and revisited the alphabet while forming sentences related to the days of the week. Connecting their language learning to the Culture Unit of Inquiry, students also celebrated Spain's National Day, deepening their awareness of Spanish culture and traditions. These experiences strengthened their Communication and Thinking Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Inquirers, and Open-minded learners.

Second language French

Students learnt to introduce themselves in French using simple sentences, identified common punctuation marks, and explored vocabulary related to clothing and apparel. Through interactive speaking and writing activities, they strengthened their communication and thinking skills. They also revisited their French National Day assembly celebration, connecting their language learning to the Culture Unit of Inquiry and deepening their understanding of French traditions and cultural identity. These experiences nurtured the IB Learner Profile attributes of Communicators, Knowledgeable, Thinkers, and Risk-takers.

Second language Telugu:

Students explored the Telugu consonants త, థ, ద, ధ, న and vowels ఔ, అం, అః through reading and writing activities. They engaged in picture description and storytelling to strengthen their observation and speaking skills. They also revisited poems, including the Good Habits poem, and participated in interactive activities to develop their listening, speaking, reading, and writing skills.

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Learning and Teaching- Month Review

Second language Hindi:-

Students reinforced their understanding of ट-वर्ग (ट, ठ, ड, ढ, ण) through fun and interactive activities. They practised letter recognition, pronunciation, reading, and writing through engaging games and worksheets. Students watched stories related to these letters and explored new vocabulary by identifying and reading words associated with them. They also learned about the National Festivals of India and their cultural significance. Through the recitation of the poem "जगमग जगमग आई दिवाली," students developed an appreciation for Indian festivals and traditions. These learning experiences helped them make meaningful connections between language, culture, and community, while nurturing the IB Learner Profile attributes of Inquirers, Communicators, and Open-minded learners.

Compulsory Hindi:

Students explored fruit-related vocabulary, picture-based storytelling, and reflection through interactive activities. They observed pictures, created simple stories, and shared their ideas and learning experiences. They also explored good habits and practised using simple Hindi words and sentences related to their daily routines, strengthening their communication skills and connecting language learning to real-life experiences.

Compulsory Telugu:

Students explored fruit vocabulary, picture-based storytelling, and reflection through interactive activities. They learnt new Telugu words, described pictures, and shared their ideas. They also explored good habits and practised using simple Telugu words and sentences connected to their daily lives, strengthening their communication skills and understanding of language in meaningful contexts.

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Learning and Teaching - Month Review - Unit of Inquiry

Exploring Cultures and Making Connections!

Students explored national and global cultures through discussions and artefact observations. They made inferences, identified similarities and differences, and represented their understanding through drawings and venn diagrams.













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Learning and Teaching - Month Review - Unit of Inquiry

Exploring Stories, Making Meaningful Connections!

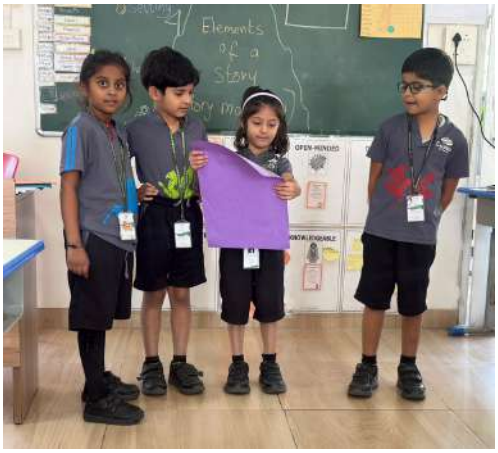
Students explored story elements through prediction, visualisation, and story mapping. They made predictions, created mental images, and organised key events to deepen their understanding of characters, settings, and sequence of events. These experiences strengthened their Thinking and Communication Skills (ATL).













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Learning and Teaching - Month Review - Math

Exploring Addition Through Different Strategies!

Students explored addition using different strategies, including grouping and regrouping. Through hands-on activities, they developed number sense, explored multiple approaches to solving problems, and strengthened their mathematical thinking skills.





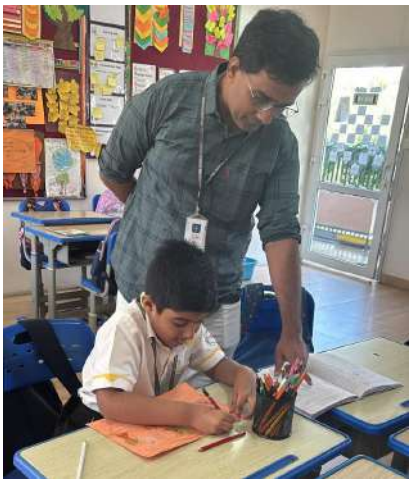



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Learning and Teaching - Month Review - Second Languages

Celebrating Languages, Connecting Cultures!

Students engaged in interactive language-learning activities in Hindi, French, Spanish, and Telugu, exploring new vocabulary, greetings, and expressions. These experiences strengthened their communication skills and nurtured an appreciation of linguistic and cultural diversity.













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Learning and Teaching- Month Review- Compulsory Languages

Building Language Skills Through Conversation!

Students engaged in Hindi and Telugu comprehension activities to strengthen their understanding, vocabulary, and conversational skills. Through listening, reading, and speaking activities, they developed confidence in using both languages to communicate effectively.













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Learning and Teaching - Month Review - PE

Celebrating Indian Culture Through Traditional Games!

Students explored and played traditional Indian games, discovering how these age-old games are connected to our cultural heritage. Through joyful participation, they developed coordination, teamwork, cooperation, and an appreciation of India's rich sporting traditions.













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Learning and Teaching - Month Review - Dance

Celebrating Cultural Diversity Through Dance!

Students explored and practised different cultural dance forms in preparation for the Farmers' Market. Through rhythmic movements and collaborative rehearsals, they celebrated diverse traditions while developing coordination, teamwork, and an appreciation of cultural heritage.











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Learning and Teaching- Month Review- Drama

Bringing Stories to Life Through Drama!

Students enacted different real-life scenarios through role-play, using expressions, gestures, and dialogue to communicate their ideas. These experiences nurtured creativity, imagination, empathy, and communication skills while encouraging collaboration and self-expression.











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Learning and Teaching - Month Review - Art

Creating with Colours, Celebrating Creativity!

Students enthusiastically painted handkerchiefs using the tie-and-dye technique as part of their preparations for the Farmers' Market. They explored colours, patterns, and creative designs while expressing their individuality through art.








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Learning and Teaching - Month Review - Art - Tie and Dye

Unfolding Creativity – Every Pattern Tells a Story!

As part of their Art learning for the Farmers' Market, students eagerly removed the rubber bands and unfolded their handkerchiefs, revealing the unique patterns and vibrant designs created using the tie-and-dye technique. This hands-on experience celebrated their creativity, experimentation, and artistic expression.











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Student Led Conference-Stakeholder Engagement

Strengthening Home-School Partnerships!

As part of the Stakeholder Engagement pillar, parents participated in mindfulness activities, puzzles, and life skills engagements during the Student-Led Conference. They also shared their feedback and reflections at the end of the conference, contributing to meaningful home-school partnerships and collaborative learning experiences.













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Student Led Conference-Global Leadership

Celebrating Student Ownership of Learning!

Students confidently took the lead in showcasing their classroom to their parents during the Student-Led Conference. They guided their parents through various learning activities, shared their learning experiences, and demonstrated ownership and responsibility for their learning.








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Spain National Day Assembly-Global Leadership

Exploring Cultures, Building Global Connections!

As part of the Global Leadership pillar, students from Grades 1, 2, and 3 conducted a special assembly to celebrate Spain National Day. They introduced the country by sharing information about its famous cities, landmarks, and cultural significance. They also demonstrated their Spanish language skills through counting and greetings, developing cultural awareness, communication, and an appreciation of global diversity.








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Culture Parade-Stakeholder Engagement

Celebrating Our Cultural Diversity!

As part of the Stakeholder Engagement pillar, parents and teachers enthusiastically participated in the Culture Parade, connected to the Unit of Inquiry. They proudly showcased their traditional attire, celebrating cultural diversity and fostering a sense of belonging and appreciation for different traditions.








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Culture Parade-Global Leadership

Young Leaders, Celebrating Cultural Diversity!

As part of the Global Leadership pillar, students showcased their leadership qualities during the Culture Parade by confidently presenting their traditional attire and explaining the regions they represented. They demonstrated communication, cultural awareness, and appreciation of diverse traditions.








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Farmers Market-Stakeholder Engagement

Celebrating Creativity and Community at the Farmers' Market!

Parents enthusiastically explored the various stalls at the Farmers' Market, purchasing student-made artefacts and other items. They also enjoyed interactive experiences such as tattoo art and mehendi, making the event a vibrant celebration of creativity, cultural traditions, and community participation.











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Farmers Market-Global Leadership

Celebrating India's Rich Cultural Heritage Through Dance!

Students took the lead in presenting vibrant cultural dance performances, showcasing the diverse traditions and rich cultural heritage of India. Through their performances, they demonstrated self-expression, confidence, collaboration, and appreciation of cultural diversity.













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Learning and Teaching- Month Ahead

Transdisciplinary Theme:
How we express ourselves
Central idea:
People express their culture in different ways.

Lines of Inquiry:

- Ways people express their culture
- Impact of cultural practices and traditions on people's life
- Our responsibility to respect and value cultural differences

Concepts:
Connection
Causation
Responsibility

Additional Concepts:
Group Identity
Expression
Patterns
Rhythm

Learner Profiles:
Open minded
Thinkers
Communicators

Unit of Inquiry

Students will continue exploring how people express their cultures through food, clothing, homes, art, music, dance, festivals, and sports. Through research, collaborative discussions, and hands-on learning engagements, they will deepen their understanding of cultural similarities and differences and reflect on the importance of respecting and valuing diverse traditions. These experiences will strengthen Research, Communication, Thinking, and Social Skills (ATL) while nurturing the learner profile attributes of being Open-minded, Knowledgeable, and Communicators.

Transdisciplinary Language

Students will continue exploring the key elements of a story and strengthen their reading comprehension by making connections to self, the world, and other texts. They will connect their learning to the Unit of Inquiry by exploring adjectives (describing words) and verbs (action words) to describe people, places, cultural traditions, and experiences. Through engaging reading, discussion, and writing activities, students will develop their vocabulary, express their ideas, and make meaningful connections between language and culture. These experiences will strengthen their Communication and Thinking Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Thinkers, and Open-minded learners.

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Learning and Teaching- Month Ahead

Transdisciplinary Math

Students will continue exploring the concept of subtraction through hands-on activities, manipulatives, and real-life problem-solving experiences to strengthen their number sense and mathematical reasoning. They will also engage in map-pointing activities and explore directions to identify locations and understand spatial relationships. These learning experiences will strengthen their Thinking, Communication, and Self-management Skills (ATL) while nurturing the IB Learner Profile attributes of Thinkers, Inquirers, and Communicators.

Drama

Students will engage in Annual Day preparations through The Wizard of Oz. They will explore different characters, develop expressive movements, practise dialogue delivery, and understand stage positioning and transitions. Through collaborative rehearsals, students will strengthen their Communication, Creativity, and Social Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators and Risk-takers. These experiences will encourage self-expression, collaboration, and confidence in performing before an audience.

Music

Students will practise vocal exercises using different scales and vowel sounds to strengthen their singing techniques. They will explore staff notation, focusing on the bass clef, and rehearse songs such as Together We Can Change the World, Una Paloma, and the School Prayer. Through these musical experiences, students will develop their Communication and Thinking Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Thinkers, Risk-takers, and Inquirers. These engagements will encourage musical expression, active listening, and confidence in performing individually and collaboratively.

Art

Students will explore collage-making as a creative medium, experimenting with different materials, colours, shapes, and textures to create meaningful artworks. Connecting their learning to the transdisciplinary theme Sharing the Planet, they will investigate how art can communicate ideas and perspectives about the world around them.Through hands-on creative engagements, students will explore the key concepts of Perspective, Causation, and Function, considering how their artistic choices and use of materials can convey

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different viewpoints, express cause-and-effect relationships, and communicate a purpose. These experiences will strengthen their Thinking, Communication, and Self-management Skills (ATL) while nurturing the IB Learner Profile attributes of Thinkers, Open-minded, and Reflective learners.

Dance

Students will explore how different body postures and movements can communicate ideas and feelings. Through creative movement activities, they will create and use body postures to express themselves and interpret the emotions and messages conveyed through different movements. They will also observe and discuss why certain postures communicate specific ideas and feelings. These experiences will strengthen their Communication, Thinking, and Social Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Thinkers, and Reflective learners.

PE

Students will explore gymnastics through different types of jumps and rolls, including vertical jump, pike jump, tuck jump, 360° jump, star jump, forward roll, and side roll. Through guided demonstrations and skill-based activities, they will develop body awareness, balance, coordination, flexibility, strength, and control while practising safe movement techniques. These experiences will strengthen their Thinking Skills (ATL) as they observe, identify body positions, make movement choices, and solve movement challenges. Self-management Skills will be developed through body control, spatial awareness, and safe movement practices. Students will demonstrate the IB Learner Profile attributes of Risk-takers, Balanced, Caring, and Reflective learners by exploring new movements, showing perseverance, practising responsibly, and reflecting on their progress.

Second language Hindi

Students will be introduced to त-वर्ग (त, थ, द, ध, न) through engaging stories, visual aids, and interactive activities. They will practise letter recognition, pronunciation, reading, and writing while exploring two-letter words to strengthen their vocabulary and early literacy skills.Through the poem "चिड़ियाघर की सैर," students will learn the names of different animals in Hindi and express their ideas through discussions and creative activities. These learning experiences will enhance their Listening, Speaking, Reading, and Writing (LSRW) skills while nurturing the IB Learner Profile attributes of Inquirers, Communicators, and Thinkers.

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Learning and Teaching- Month Ahead

Second language French

Students will learn the days of the week and months of the year in French through interactive language activities. They will also explore the cultures and customs of France and India, identifying similarities and differences between the two cultures. These experiences will strengthen their Communication Skills through new vocabulary, Thinking Skills through cultural comparisons, Research Skills through exploring cultural practices, and Social Skills through appreciating diversity. Students will nurture the IB Learner Profile attributes of Communicators, Inquirers, and Open-minded learners, developing an appreciation of different cultures and traditions.

Second language Telugu

Students will revise the Telugu letters ప, ఫ, బ, భ, మ and the Good Habits poem through interactive reading and recitation activities. They will practise picture description and read and write two- and three-letter words, strengthening their vocabulary and language skills. Connecting their learning to the Culture Unit of Inquiry, students will explore different cultural festivals and celebrate Bathukamma and Diwali, developing an appreciation of diverse traditions. These experiences will strengthen their Communication, Thinking, and Social Skills (ATL) while nurturing the IB Learner Profile attributes of Knowledgeable, Open-minded, and Communicators.

Compulsory Telugu

Students will explore the names of different flowers in Telugu and develop their vocabulary through picture identification, discussions, and interactive activities. They will participate in storytelling experiences to enhance their listening, speaking, and observation skills while expressing their thoughts in simple Telugu words and sentences. They will also revise and reinforce previously learnt poems through recitation and meaningful engagements. These learning experiences will strengthen their Communication, Thinking, and Self-management Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Inquirers, and Knowledgeable learners

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Learning and Teaching- Month Ahead

Compulsory Hindi:

Students will explore the names of different flowers in Hindi and expand their vocabulary through picture-based discussions and interactive activities. They will engage in storytelling experiences to develop listening, speaking, and comprehension skills while expressing their ideas in simple Hindi words and sentences. They will also revisit and reinforce previously learnt poems through recitation and engaging activities. These experiences will strengthen their Communication, Thinking, and Self-management Skills (ATL) while nurturing the IB Learner Profile attributes of Communicators, Inquirers, and Knowledgeable learners.

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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 November	Thursday	Diwali Celebration	All Grades
6th to 9th November	Friday to Monday	Diwali Holidays	Whole School
11th November	Wednesday	Guest Talk	PP2
13th November	Friday	Children's day Celebration	All Grades
17th November	Tuesday	Guest Talk	Grade 3
19th November	Thursday	Guest Talk	Nursery
22nd November	Sunday	Diplomathon	Grade 3
24th November	Tuesday	Field trip	Grade 1
26th November	Thursday	Field trip	Grade 2

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