THE GAUDIUM SCHOOL
Sculpting happy minds

PRISM

Grade 2
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

Mindfulness and wellbeing is an essential part of children's overall growth and development. As part of our wellbeing sessions, students enthusiastically participated in traditional games such as Hopscotch, Follow the Leader, Freeze Tag, Simon Says, and Passing the Ball. These enjoyable activities promoted physical fitness, balance, coordination, teamwork, cooperation, and active listening, allowing students to learn important life skills through fun and engaging play. Alongside these energetic games, students practised deep breathing, quiet sitting, and identifying their feelings through simple drawings and sharing. These activities encouraged them to recognise and express their emotions, develop self-awareness, and discover simple ways to relax their minds. The sessions helped students feel calm, happy, and focused while creating a positive and supportive classroom environment. Through this combination of traditional games and mindfulness activities, students learned the importance of maintaining a healthy balance between physical activity and emotional wellbeing. These meaningful experiences encouraged them to build healthy habits, strengthen friendships, and enjoy a happier, healthier, and more mindful learning journey.





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School Philosophy- 5 Developmental Pillars

Core value

Students explored the importance of gratitude and understood the value of being thankful for the people, experiences, and opportunities that make their lives meaningful. Through classroom discussions, sharing activities, and personal reflections, they identified the little things they are grateful for, such as their family, friends, teachers, and the resources around them. They reflected on how gratitude can be expressed through kind words, helping others, showing respect, and appreciating everyone's efforts. These experiences encouraged students to develop a positive attitude, recognise the kindness of others, and understand how expressing gratitude helps build caring and supportive relationships.





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School Philosophy- 5 Developmental Pillars

Holistic Excellence

As part of Holistic Excellence, students participated in morning assemblies, special assemblies, and various celebrations that provided opportunities to express themselves, build confidence, and appreciate different cultures and traditions. International Spain Day offered learners an opportunity to explore Spanish culture and traditions, broadening their understanding of cultural diversity. Educational field trips provided hands-on learning experiences, allowing students to explore new environments and make meaningful connections with their classroom learning. During the Student-Led Conference (SLC), students confidently presented their learning, showcased their portfolios, and shared their reflections and achievements with their parents and grandparents. These experiences nurtured students' communication, collaboration, leadership, and reflection skills while fostering confidence, student agency, and an appreciation of diverse perspectives.

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School Philosophy- 5 Developmental Pillars

Global Leadership:

Our learners demonstrated leadership by taking responsibility for regular classroom duties and contributing to maintaining a clean, organised, and welcoming learning environment. They showed initiative by managing classroom resources, completing assigned responsibilities, and working collaboratively with their peers. During the Student-Led Conference (SLC), learners confidently took the lead in presenting their classroom learning, showcasing their work, explaining their progress, and sharing personal reflections with their parents and grandparents. They reflected on their achievements, discussed areas for improvement, and celebrated their learning journey. These experiences helped strengthen their communication, self-management, social, and reflection skills while nurturing confidence, independence, and a sense of responsibility. Through these opportunities, learners developed student agency and ownership of their learning, recognising that they play an active role in shaping their learning experiences and contributing positively to their classroom community.





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School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

As part of the unit of inquiry *How We Organize Ourselves*, Grade 2 students explored how physical and virtual spaces facilitate learning, communication, and connections. Through a virtual wildlife field trip, students extended their learning beyond the classroom and explored the natural world. The visit to the Botanical Garden provided opportunities for observation, inquiry, and making connections with the environment. A virtual learning experience connected students from the Kollur campus, fostering collaboration, communication, and the exchange of ideas across learning spaces. The Farmers' Market offered an authentic, hands-on experience where students explored buying and selling and developed an understanding of how people, goods, and resources are interconnected within a community. Through the Student-Led Conferences (SLC), students took ownership of their learning by reflecting on their progress, sharing their learning experiences, and communicating their understanding with their parents. These experiences promoted student agency, collaboration, reflection, and meaningful connections between learning and real-life contexts.





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Learning and Teaching- Month Review

Transdisciplinary Theme:
How we organise ourselves
Central Idea:
Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.
Lines of inquiry:

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public and virtual spaces
- Responsibilities in public and virtual spaces

Key Concept:
Form
Function
Responsibility
Additional Concepts:
Space
Interaction
Collaboration
Measurement
Learner Profile:
Principled
Reflective
Balanced
Approaches to learning:
Social Skills: Interpersonal relationships,
Self management Skills: Organization

Unit of Inquiry

In the month of October, as part of their ongoing unit, students went on a field trip to a VR Park (Virtual Wildlife Safari Park), where they explored virtual experiences and shared their observations through reflection sheets.

After the Dussehra vacation, students reflected on the physical and virtual spaces they had visited and expressed their experiences through drawings. They also used the Circle of Viewpoints thinking routine to explore different perspectives and connect the key concepts of Form, Function, and Responsibility with the central idea. Through concentric circle discussions, students explored how physical and virtual public spaces are structured (Form), the purposes they serve (Function), and the responsibilities people need to follow while using them (Responsibility). Working collaboratively in groups, students explored the first two lines of inquiry, focusing on the characteristics and purposes of physical and virtual public spaces. They sorted different spaces based on their characteristics and identified similarities and differences.

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Learning and Teaching- Month Review

To deepen their understanding, students connected with their peers from Kollur through Google Meet and enthusiastically participated in an interactive question-and-answer session. This helped them understand how virtual spaces enable people to connect and communicate across distances. Through these ongoing learning engagements, students continue to develop their understanding of physical and virtual spaces and their role in connecting people and building a sense of community.

Transdisciplinary Language

In Language, students explored descriptive writing and learned how adjectives and verbs help make their writing more interesting and detailed. They read descriptive texts, identified adjectives, and illustrated the texts to demonstrate their understanding. Students also wrote descriptive paragraphs about their favourite snacks, describing their taste, smell, and when they enjoyed eating them.

Connecting their learning with the ongoing UOI, students observed pictures of physical and virtual public spaces, brainstormed suitable adjectives and verbs, and used them to write descriptive paragraphs with additional details.

They also practised listening to descriptive texts and writing suitable concluding paragraphs, strengthening their listening, comprehension, and writing skills.

Transdisciplinary Math

In Mathematics, students revisited the concept of area using square unit**s** and explored the concept of length through hands-on measuring activities. They predicted and arranged objects from shortest to longest, then used different measuring tools to check their predictions. Students investigated how measurements change when using different units, including cubes, paper clips, hand spans, centimetres, and metres. They also explored the relationship between metres and centimetres through sorting, matching, and open-ended challenges. To apply their learning creatively, students worked in groups to design gardens, robots, houses, vehicles, and play areas, measuring and labelling different parts of their designs in centimetres. These activities helped develop their estimation, measurement, problem-solving, and collaborative skills.

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Learning and Teaching- Month Review

P.E

Students explored different ways of moving in various environments through running, hopping, jumping, balancing and navigating obstacle courses. They experimented with adapting their movements by changing pathways, speed, direction and body positions according to different spaces and conditions. Through various movement challenges, they discovered how familiar movement skills could be applied differently in varied situations. They developed their Thinking skills by exploring different movement strategies and their Self-management skills by maintaining body control, following safety guidelines and setting personal goals. Students demonstrated the attributes of Risk-takers by trying new movements and challenging themselves, and Reflective learners by identifying their strengths, recognising areas for improvement and setting goals for future learning.

Music

Students shared their reflection of learning Beat - 2 beat, 3 beat and 4 beat. They practiced vocal exercises using different speed (tempo) to strengthen their singing technique. They also practice songs - Top of the world, together we can change, Heal the World and School song.

Students demonstrated Communication Skills and Thinking Skills, attributes of learner profile- Communicators, thinkers, risk-takers and inquirers.

Dance:

During the month, students explored how dance communicated ideas, feelings and experiences through choreography. They created and refined short dance sequences using unison, canon, call and response, repetition and group formations. Students experimented with levels, directions, pathways, shapes, tempo and movement qualities, making thoughtful choices in their choreography. They collaborated in pairs and small groups while taking responsibility for their roles in the creative process.

Through reflection and peer feedback, students evaluated their dance choices and appreciated different forms of expression. They demonstrated the learner profiles of being Principled, Reflective and Balanced by working respectfully, reflecting on their progress and maintaining focus and control in their movements.

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Learning and Teaching- Month Review

Drama:

Students developed their storytelling and performance skills through character exploration, voice modulation, facial expressions, and body movements. Drama activities encouraged collaboration, creativity, and self-expression. Students explored how body language and vocal expressions communicate ideas and emotions, developing their Approaches to Learning (ATL) skills in communication and social collaboration while demonstrating the IB Learner Profile attributes of Communicators and Open-minded learners.

ART:

In October, Grade 2 students built on their exploration of community and everyday life as they created artefacts for the Farmer's Market as part of the TD theme How We Organise Ourselves. Students explored how artists and designers create objects that can be both functional and visually appealing. They experimented with different materials, forms, patterns and decorative elements while making purposeful creative choices. Through this process, they explored the concepts of Form, Responsibility and Function, considering how the design of an object influences its purpose and how thoughtful choices can contribute to a shared community experience. The experience encouraged students to develop their thinking, communication, social and self-management skills as they collaborated, exchanged ideas, solved creative challenges and brought their artefacts to completion.

Second language- Spanish :

This month, students were introduced to Spanish clothing vocabulary and learned to identify and name different clothing items. They also explored the continents and practised recognising their names in Spanish using maps and visual resources. Students are going to learn classroom objects in Spanish to expand their vocabulary. Additionally, they reinforced Spanish numbers, self-introduction (Mi presentación), and family-member vocabulary through oral practice and interactive classroom activities. They will also use virtual learning resources, such as videos, songs, and interactive games, and explore familiar public places in Spanish through visual activities and role-plays.

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Learning and Teaching- Month Review

Second language Telugu:

Students learned Guninthala Gurtulu, including Ithvam and Othvam, along with related words. They revised the names of colours in Telugu, were introduced to Ekavachanam and Bahuvachanam, practised neat handwriting, and recited poems with proper expression. Through these learning experiences, students developed their ATL skills, including communication, listening, thinking, and social skills, while demonstrating the Learner Profile attributes of Communicators and Thinkers. They further strengthened their reading, writing, vocabulary, and communication skills.

Second language Hindi:

During the month of October, students reinforced their understanding of all the मात्राएँ (Matras) through engaging reading and writing activities. They practised reading बारहखड़ी (Barahkhadi) using the given chart and strengthened their phonetic skills by joining Matras with letters and reading the newly formed sounds. Students were introduced to एकवचन और बहुवचन (Singular and Plural) through fun and interactive activities. They also enhanced their reading and pronunciation skills by reading the poem "बैल" from the resource book.

Through vocabulary-building activities, discussions, and creative responses, students explored new words and confidently expressed their ideas. These learning experiences encouraged them to develop the IB Learner Profile attributes of Inquirers, Communicators, and Thinkers.

Second language French:

This month students demonstrated their understanding by differentiating between regular and irregular verbs, conjugating -ER and -GER verbs using appropriate grammatical rules, and distinguishing between virtual and physical spaces through classification and discussion activities, developing their Thinking, Communication, and Research Skills.

Compulsory Hindi:

Students reinforced the names of different fruits in Hindi and recited poems with proper pronunciation and expression. They participated in creative speaking and drawing activities on the topic *"How Would You Like to Decorate Your Room?"*, where they shared their ideas and described their dream rooms. They also listened to and explored a story, strengthening their listening, comprehension, vocabulary, and speaking skills.

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Learning and Teaching- Month Review

Compulsory Telugu:

Students reinforced the names of different fruits in Telugu and recited poems with proper pronunciation and expression. They engaged in creative speaking and drawing activities on the topic *"How Would You Like to Make Your Room?"*, where they shared their ideas and described their dream rooms. They also listened to and explored a story, developing their listening, comprehension, vocabulary, and speaking skills.

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Learning and Teaching-UOI

Students connected with their peers from the Kollur campus through a virtual meeting, sharing ideas and learning how virtual spaces help people connect and communicate.













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Learning and Teaching- Math

Students engaged in hands-on mathematical activities to explore the concept of area. They used concrete materials to cover surfaces, compare areas, and understand how area represents the space covered by a shape or object.













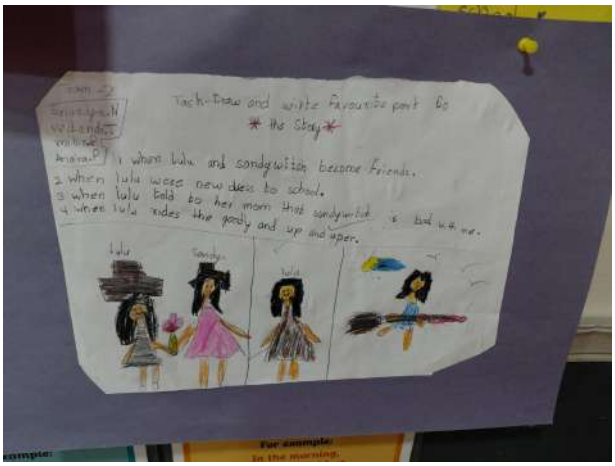
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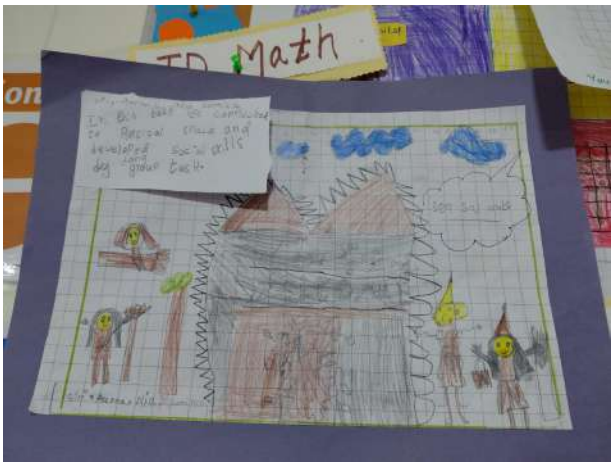
Learning and Teaching- Language

Students creatively designed their own spaces and described them using suitable adjectives, enhancing their descriptive writing, vocabulary, and creativity.













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Learning and Teaching- Visual Arts

Students engaged in a hands-on jewellery-making activity as part of their preparation for the Farmer's Market. They used colourful beads and strings to design and create their own jewellery, demonstrating creativity, fine motor skills, and self-management skills.








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Learning and Teaching- Month Ahead

Transdisciplinary Theme: How we organise ourselves

Central Idea:
Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

Lines of inquiry:

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public and virtual spaces
- Responsibilities in public and virtual spaces

Key Concept:
Form
Function
Responsibility
Additional Concepts:
Space
Interaction
Collaboration
Measurement
Learner Profile:
Principled
Reflective
Balanced
Approaches to learning:
Social Skills: Interpersonal relationships,
Self management Skills: Organization

Unit of Inquiry:

In the coming month, students will continue their inquiry into physical and virtual public spaces, focusing on their purposes and the responsibilities people have while using them. Through collaborative learning stations, picture talks, matching activities, puzzles, and real-life scenarios, students will explore how different spaces meet people's needs and how to use them safely, respectfully, and responsibly.

Students will investigate situations related to parks, libraries, hospitals, and virtual classrooms, identifying responsible and irresponsible actions and suggesting ways to improve them. They will also explore how one space can serve different purposes and reflect on whether responsibilities differ between physical and virtual spaces.

To apply their learning creatively, students will work in groups to design a physical or virtual space of their choice, describe its purposes, and include responsibility statements. A gallery walk will provide opportunities to share ideas, appreciate their peers' work, and deepen their understanding of how responsible actions help create safe, respectful, and welcoming spaces for everyone.

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Learning and Teaching- Month Ahead

Transdisciplinary Language:

In the coming month, students will continue to develop their descriptive writing skills through individual and collaborative learning engagements. They will write a descriptive text about their favourite storybook, exploring its characters, setting, favourite parts, and the message it conveys. Through group activities and rotating learning stations, students will create mind maps of verbs, use adjectives and sensory vocabulary to describe spaces, illustrate descriptive texts, and write paragraphs about their favourite physical or virtual public spaces. They will also revisit the purpose and features of descriptive writing and collaboratively develop success criteria to guide their work. These activities will strengthen their vocabulary, reading comprehension, creativity, and written expression.

Transdisciplinary Math:

In the coming month, students will deepen their understanding of area, length, and measurement through hands-on investigations, collaborative learning stations, and creative design challenges. They will compare the area of different surfaces, create shapes using square tiles, and explore how different shapes can cover the same amount of space. Students will also estimate and measure the length, height, and width of objects using appropriate tools and units, including centimetres and metres. Through building structures, designing spaces, and solving open-ended challenges, they will compare measurements, test their predictions, and explain their thinking using evidence. These engaging activities will strengthen students' estimation, measurement, spatial reasoning, problem-solving, and collaborative skills while encouraging them to explore different strategies and justify their mathematical thinking.

Drama:

Students will continue preparing for Annual Day through *The Wizard of Oz*. They will focus on character development, voice modulation, body language, stage presence, and coordinated scene transitions. Through collaborative rehearsals, students will develop their communication, self-management, and social skills while demonstrating creativity, commitment, and the IB Learner Profile attributes of Communicators and Principled learners.

Music:

Students will practice Beat - 3 beat. They will practice vocal exercises using different speed (tempo) to strengthen their singing technique.

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Learning and Teaching- Month Ahead

They will also practice songs - Top of the world, Together we can change, practice for farmer's market and School song. Students will demonstrate Communication Skills and Thinking Skills, attributes of learner profile-communicators, thinkers, risk-takers and inquirers.

Well-being:

In wellbeing, learners enjoyed a wonderful range of traditional games, including Hopscotch, Follow the Leader, Freeze Tag, Simon Says, and Passing the Ball. These fun-filled activities encouraged children to stay physically active while developing their balance, coordination, listening skills, and teamwork. Alongside these games, students participated in engaging gratitude activities and kindness games that helped nurture positive values. They learned the importance of saying thank you, sharing with friends, helping others, and using kind words to build healthy and positive relationships.

Through these joyful experiences, children discovered that small acts of kindness and gratitude can make a big difference. The activities not only supported their physical development but also encouraged caring attitudes, friendship, and emotional well-being.

Art:

In November, Grade 2 students will explore the Principles of Art through a range of visual art experiences. They will investigate Rhythm, Unity, Emphasis, Balance and Contrast, discovering how these principles can be used to organise visual elements and create stronger and more engaging compositions. Students will experiment with different arrangements of line, shape, colour, pattern and space, observing how changes in placement and emphasis can influence the overall effect of an artwork. Through these explorations, they will develop greater awareness of how artists make intentional choices to create balance, movement, harmony and visual interest.

Dance:

Students will also practise their Annual Day choreography, focusing on coordination, formations, synchronisation and stage presence.

Learner Profile: Students will become Risk-takers by exploring new movements, Reflective learners by improving their performances and Communicators by expressing ideas through dance.

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Learning and Teaching- Month Ahead

ATL Skills: Thinking skills through creating choreography, communication skills through movement expression, social skills through teamwork and self-management skills through focused practice and rehearsals

PE:

During the coming month, students will explore different ways of moving in varied environments through running, hopping, jumping, balancing, throwing and navigating obstacle courses. They will experiment with adapting their movements by changing pathways, speed, direction and body positions according to different spaces and conditions. Students will practice medicine ball and foam javelin throwing, exploring how body position, force, direction and coordination influence their performance. They will also participate in movement challenges and work collaboratively in small groups to create and perform movement sequences, applying familiar skills in different situations.

Through these experiences, students will develop their Thinking skills by exploring movement strategies and their Self-management skills by maintaining body control, following safety guidelines and setting personal goals.

They will demonstrate the attributes of Risk-takers by trying new movements and challenging themselves, and Reflective learners by identifying their strengths and setting goals for improvement.

Second language Spanish:

In the upcoming month, students will be introduced to Spanish body-part vocabulary through visual aids, interactive activities, and identification tasks. They will learn simple vocabulary and practise constructing basic sentences using the newly introduced words. Students will also reinforce Spanish number vocabulary through counting and oral practice. Additionally, they will revise common Spanish salutations and greetings to develop everyday communication skills. They will further strengthen their understanding of fruit vocabulary through identification, recall, and speaking activities.

Second language French

Students will be able to differentiate between commuting and travelling, construct short phrases using -ER verbs, and identify and use different types of French articles with places and classroom objects, developing their Thinking, Communication, and Research Skills.

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Learning and Teaching- Month Ahead

Second language Hindi :

Students will reinforce their understanding of मात्राएँ (Matras) and बारहखड़ी (Barahkhadi) through engaging reading, writing, and interactive activities. They will strengthen their knowledge of एकवचन और बहुवचन (Singular and Plural) through fun-filled learning experiences. Students will also be introduced to विलोम शब्द (Opposite Words) and लिंग (Gender) through visual aids, examples, and hands-on activities. These learning experiences will enhance their vocabulary, reading, and communication skills while encouraging them to develop the IB Learner Profile attributes of Inquirers, Communicators, and Thinkers.

Second language Telugu:

Next month, Grade 2 students will practise Ekavachanam and Bahuvachanam and learn words containing Othvam, Au-thvam, Sunna, and Visarga. They will enhance their reading and writing skills through activities involving three-, four-, and five-letter words. Students will also recite Telugu poems with correct pronunciation and expression and develop their picture description skills. As part of the Unit of Inquiry, *Place and Space*, they will share their ideas and practise speaking for one minute on a given topic.

Compulsory Telugu:

Next month, students will learn the names of different flowers in Telugu and enhance their vocabulary through reading and writing activities. They will reflect on a story by sharing their thoughts, identifying the main characters, and understanding its message. They will also learn and recite Telugu poems with proper pronunciation, rhythm, and expression.

Compulsory Hindi:

Next month, students will learn the names of different flowers in Hindi and enhance their vocabulary through reading and writing activities. They will reflect on a story by sharing their thoughts, identifying the main characters and understanding its message. They will also learn and recite Hindi poems with proper pronunciation, rhythm, and expression.

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Action taken by Students

Students demonstrated responsible behaviour by keeping their classrooms and common areas clean, organising resources, and respecting shared spaces. They also shared their experiences of attending online chess and other extracurricular classes, reflecting on the importance of listening attentively, following instructions, taking turns, and respecting others during virtual sessions. Through these reflections, they recognised how small actions can help create safe, caring, and responsible communities.





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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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