THE GAUDIUM SCHOOL
Sculpting happy minds

PRISM

PP1
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 a child's overall growth and development. As part of our wellbeing sessions, students enthusiastically participated in a variety of traditional games, including Hopscotch, Follow the Leader, Freeze Tag, Simon Says, and Passing the Ball. These enjoyable activities encouraged physical fitness, coordination, balance, teamwork, cooperation, and active listening while allowing students to learn through play. Along with physical activities, students explored simple breathing exercises and listened to calming music to experience relaxation and inner peace. They also learned to identify different emotions through facial expressions, helping them recognise and understand feelings such as happiness, sadness, and other emotions. These mindful activities encouraged emotional awareness and supported students in expressing their feelings in a positive way. Through this wonderful combination of traditional games and mindfulness, students experienced the importance of maintaining both physical and emotional wellbeing. The sessions created a joyful, safe, and supportive classroom environment where children felt comfortable, calm, and happy while developing healthy habits for everyday life









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School Philosophy- 5 Developmental Pillars

Core value

Larners explored the value of **Gratitude** through engaging stories and hands-on activities. They reflected on the joy of giving and receiving, recognised the contributions of people who help them, and practised expressing appreciation through kind words and friendly gestures. Through *Pass the Smile*, children shared positive thoughts about their peers, while *Thank You, Classroom!* encouraged them to care for classroom resources and keep their learning spaces organised. These experiences nurtured kindness, empathy, respect and a sense of responsibility, helping children understand the importance of appreciating people and the things around them.









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School Philosophy- 5 Developmental Pillars

Holistic Excellence

Holistic excellence lies at the heart of nurturing confident, independent and lifelong learners, with student agency playing a vital role in shaping meaningful learning experiences. In Early Years, students were encouraged to make choices, express their ideas, take initiative and take ownership of their learning through hands-on, inquiry-based engagements. Life skills experiences fostered independence, self-confidence and responsibility, while Oxford Reading Tree (ORT) nurtured a love for reading, strengthened early literacy skills and encouraged students to explore stories with curiosity. Pottery provided opportunities for creative expression, experimentation and learning through exploration, while outdoor learning spaces inspired students to ask questions, investigate their surroundings and make meaningful connections with nature. These enriching experiences empowered students to become active participants in their learning, make decisions, collaborate with peers and develop a strong sense of ownership, laying the foundation for lifelong learning.





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School Philosophy- 5 Developmental Pillars

Global Leadership

Learners demonstrated leadership skills during the Student-Led Conference by confidently sharing their learning experiences, showcasing their classroom activities, and explaining their work to their parents . They took ownership of their learning by reflecting on their achievements, sharing their new understandings, and demonstrating the skills they had developed through various learning engagements. This experience nurtured the IB Learner Profile attributes of Communicators, as learners expressed their ideas and experiences, and Reflective learners, as they revisited their learning and recognised their progress. They further developed their Communication Skills by speaking confidently and responding to questions, and their Self-management Skills by taking responsibility for presenting their work and organising their learning materials. The conference also encouraged learners to demonstrate independence, build confidence, and strengthen home-school connections. Through this meaningful experience, learners developed a sense of agency and ownership, recognising themselves as active participants in their learning journey.





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School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

The school community came together to celebrate Grandparents' Day, fostering meaningful connections between generations. Students expressed their love and gratitude while appreciating the wisdom, experiences, and contributions of their grandparents. The Farmers' Market provided an authentic, hands-on learning experience where students explored the concepts of buying and selling, engaged with parents and teachers, and developed an understanding of the role of farmers in providing fresh produce. These experiences encouraged students to make real-world connections, develop social and communication skills, and recognise the importance of family and community partnerships in enriching learning.





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Learning and Teaching- Month Review

Unit of Inquiry
Transdisciplinary Theme:
Who we are

Central Idea:
Our senses help us to learn and grow

Lines of Inquiry:

1. Sense organs and their purposes
2. Way we use senses to connect to the world around us
3. Taking care of sense organs

Specified Concepts:
Function
Connection
Responsibility

Additional Concept
Biology
Health

Unit of Inquiry

Learners actively engaged in drama, role-play, and hands-on sensory experiences to explore the functions of their eyes and ears and develop an understanding of how these sense organs help them gather information about the world around them. Through inquiry-based experiences, they investigated how their responses and perceptions changed when a particular sense was used or temporarily blocked, encouraging them to observe, question, predict, and reflect on their discoveries. Learners further explored the senses of taste, touch, and smell through sensory role-play activities, making meaningful connections between their sensory experiences and real-life situations. These engaging learning experiences fostered the development of Research Skills as learners observed, explored, investigated, tested their ideas, and shared their findings. They also strengthened their Self-management Skills by following instructions, using materials responsibly, demonstrating awareness of safety, and participating appropriately in different activities. Through collaborative exploration and experiential learning, learners developed their curiosity, critical-thinking abilities, and understanding of how the five senses help them perceive, interpret, and respond to their environment, supporting their growth as Inquirers and Thinkers .

TD Language

Learners consolidated their understanding of the letters C, K, E, H, R, M, and D through engaging Jolly Phonics jingles, actions, and stories. They strengthened their letter–sound correspondence by identifying and articulating the associated sounds and making connections with familiar words.

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Learning and Teaching- Month Review

Multisensory experiences, including bead formation, sand tracing, notebook practice, supported the development of fine motor skills, letter formation, and early writing proficiency. Through interactive read-aloud sessions, learners develop their Thinking Skills by recalling key events, identifying story sequences, and arranging events in the correct chronological order. They were introduced to blending three-letter words such as can, man, pan, and ran, along with the sight words “this,” “I,” “my,” “see,” and “is.” These engaging experiences supported phonics development, blending, sight-word recognition, vocabulary building, sequencing, and early writing skills, nurturing learners as confident communicators and enthusiastic early readers.selected sight words, to develop their emerging reading and decoding skills. These literacy experiences fostered Communication Skills as learners listened attentively, expanded their vocabulary, recognised letter sounds, and practised blending sounds to read simple words. They also developed Self-management Skills by following instructions, engaging purposefully in learning activities, and demonstrating increasing independence in their tasks. Overall, these experiences nurtured learners as Communicators and Thinkers, encouraging confidence, curiosity, and a growing enthusiasm for reading and writing.

TD Math

Students explored the concepts of before and after numbers through interactive activities using number cards and a number line. They practised identifying the numbers that come before or after a given number and moved along the number line to reinforce number sequencing and backward counting. Students also continued exploring numbers 30–40 through bundling and place value activities, developing an understanding of how numbers are grouped into tens and ones. Additionally, learners were introduced to pictographs using fruits and colours, where they collected, sorted, and represented information using pictures. They interpreted the pictographs by observing and comparing quantities and identifying which fruit or colour had more, fewer, or equal representations. These hands-on experiences strengthened their Thinking Skills through pattern recognition, classification, and data interpretation, as well as their Communication Skills by encouraging them to share observations and explain their findings. Through these engaging mathematical explorations, learners developed their number recognition, counting, sequencing, place value understanding, and emerging data-handling skills.

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Learning and Teaching- Month Review

Music

Month Review—-Students shared their reflection of learning the low/high, soft/loud sounds. They explored musical instruments through videos and also practiced emotions - happy, sad emotions through rhymes. Students demonstrated Communication Skills and Thinking Skills. Attributes of learner profile - Communicators, risk.

Arts

Learners explored shapes as an element of art, identifying different shapes and observing how they can be used to create artwork. Through discussions and hands-on activities, they developed their understanding of how shapes appear in their surroundings and contribute to visual expression. Learners also created rattles using paper cups as part of their preparations for the Farmers' Market.This experience encouraged them to explore the creative use of everyday materials and develop their fine motor skills through designing and making.Throughout these activities, learners demonstrated the attributes of Inquirers and Thinkers as they observed, identified and explored different shapes and experimented with materials. They also developed an understanding of the concepts of Form and Function by recognising the characteristics of shapes and exploring how a handmade rattle can serve a purpose.

Drama

Learners explored the five senses—sight, hearing, smell, taste, and touch—and identified the body parts associated with each sense. Through fun, hands-on activities and group discussions, they discovered how their senses help them explore, observe, and understand the world around them. They shared their experiences and observations using words, facial expressions, gestures, and body language.

These experiences helped strengthen their **Communication Skills** as they expressed their thoughts and shared their discoveries with others. They also developed their **Thinking Skills** by identifying, matching, and making connections between different sense organs and their functions.

As **Inquirers, Communicators, and Thinkers**, learners showed curiosity, actively participated in sensory explorations, and developed an understanding of how their senses help them in everyday life.

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Learning and Teaching- Month Review

Dance

Throughout the month, learners engaged in exploring how the elements of **Body, Space, Time, Shape, and Energy** serve as powerful tools for expressing thoughts, feelings, and emotions through dance and movement. They experimented with a variety of movements, including coordinated hand and leg actions, rhythmic clapping, arm swings, knee lifts, jumps, stomping, expansive gestures, body shakes, and simple floor-based movements. Through these experiences, they developed an understanding of how different body movements and gestures can communicate emotions and convey meaning.

Learners further investigated variations in tempo by exploring fast and slow movements, responding to rhythmic patterns, and experimenting with creative freeze poses. These opportunities encouraged them to make independent movement choices, explore different ways of expressing themselves, and respond creatively to music and rhythm.

Demonstrating the attributes of **Communicators, Open-minded, and Balanced learners**, students confidently conveyed their ideas and emotions through non-verbal expression, respected and appreciated diverse forms of movement, and explored different perspectives of creative expression. They progressively strengthened their **Self-management Skills** through body coordination, balance, and spatial awareness, while developing their **Thinking Skills** by making connections between movement, rhythm, energy, and emotional expression. These experiences fostered creativity, confidence, body awareness, and an appreciation of dance as a meaningful form of self-expression.

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Outdoor Learning Spaces

PP1 learners engaged in a variety of outdoor learning stations that encouraged exploration, observation, and hands-on learning. Through water play, they experimented with filling, pouring, and transferring water using different containers while exploring concepts such as more, less, full, and empty. At the block-building station, learners explored different shapes, sizes, and structures while developing their creativity and problem-solving skills. Using weighing machines, they compared the weights of familiar objects and identified which items were heavier or lighter.

These experiences strengthened their **Thinking Skills** as they observed, compared, predicted, and made connections through hands-on exploration. They also developed their **Social Skills** by sharing resources, taking turns, and working collaboratively with their peers. Demonstrating the attributes of **Inquirers, Thinkers, and Communicators**, learners displayed curiosity, confidence, and an understanding of mathematical concepts through meaningful outdoor experiences.









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Outdoor Learning Spaces

Learners explored natural materials, collected sticks and leaves, built structures and enjoyed group activities, developing creativity, collaboration and problem-solving skills through hands-on outdoor learning.













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Learning and Teaching - UOI

As part of our Who We Are unit, learners explored their sense of taste through the Mystery Box and picture-sorting activities, developing sensory awareness and thinking skills.













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Learning and Teaching - UOI Sensory Walk

Learners explored their sense of touch through a sensory walk and sorted objects into smooth, soft, rough, and hard textures, developing sensory awareness and observation skills.













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Learning and Teaching - UOI

Learners explored their sense of touch by identifying and sorting objects into hot and cold categories. Through hands-on activities and discussions, they developed their sensory awareness, observation skills















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Learning and Teaching - UOI

Learners explored their sense of touch by sorting objects based on their textures, such as rough, smooth, soft, and hard. Through hands-on exploration, they developed their sensory awareness, observation skills.









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Learning and Teaching - UOI

Learners explored their sense of hearing through an outdoor sound exploration activity, listening to and identifying different sounds in their surroundings. They developed their listening, observation, and sensory awareness skills.









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Learning and Teaching - Language

Students practised blending letter sounds to read simple words and identifying the beginning sounds of familiar objects, strengthening their phonics and early reading skills.













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Learning and Teaching - Math

Students explored pictographs by connecting the concept to their sense of taste, representing their favourite tastes through a picture graph and they also practiced bundling to understand the number concepts.













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Learning and Teaching - Math

Learners explored 2D shapes through hands-on activities, identifying and sorting shapes by their attributes. They collaborated to create shape pictures, developing their creativity, and collaboration skills.













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Learning and Teaching - ORT

Students actively participated in in ORT stories, practising their reading skills and making connections with story events. Through shared reading and peer interactions, they built confidence, expanded their vocabulary and reading skills.









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Learning and Teaching - Visual Arts

Students explored their creativity through drawing and colouring, expressing their ideas through visual representations. They experimented with colours and shapes while developing fine motor skills, imagination skills.









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Life Skills

Students actively engaged in life skills activities such as organising their cubbies, arranging classroom resources, and practising buttoning. These hands-on experiences fostered independence, responsibility, fine motor coordination and self-management skills.







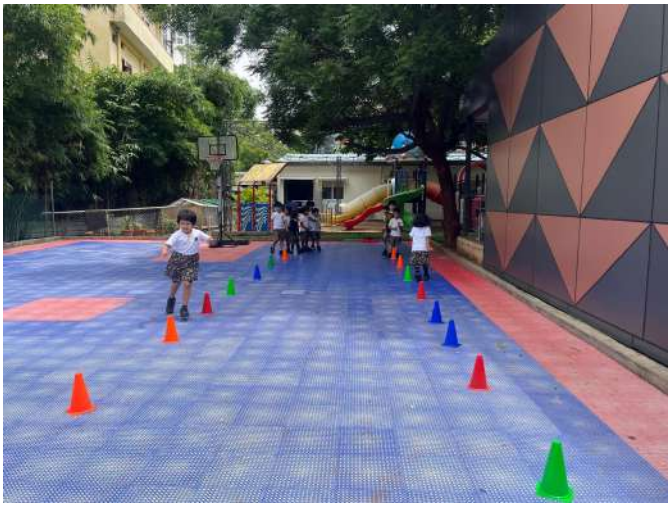


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Physical Education

Students participated in warm-up exercises, movement activities and obstacle courses, developing gross motor skills, balance, coordination and physical fitness while building confidence and teamwork.









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Dance

Learners explored dance through music, movement, and actions, expressing themselves creatively while developing their coordination, rhythm and confidence.









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Drama

Learners explored drama through movement, gestures, and expressions, developing their creativity, imagination, self-expression, and confidence.









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Music

Students explored music through songs performed at different tempos, using actions and movements to express the rhythm. These engaging experiences helped develop their listening skills, rhythmic awareness.









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Well Being

Students participated in well-being sessions engaging in group discussions and activities that encouraged them to share their thoughts and feelings, build positive relationships, and develop emotional awareness.









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Library

Students enjoyed library sessions by listening to stories, exploring books, and participating in interactive read-aloud activities. These experiences nurtured listening skills, imagination and language development.









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Holistic Excellence - Pottery

Students enthusiastically participated in pottery by creating diyas with clay, developing their fine motor skills, hand-eye coordination, creativity and sensory awareness through this hands-on experience.









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Stakeholder Engagement- Student Led Conference

Students confidently showcased their learning and progress to their parents, sharing their activities. This encouraged student agency, reflection, and ownership of their learning journey.













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Stakeholder Engagement- Grandparents Day

Students celebrated Grandparents Day with joy and enthusiasm, participating in engaging activities such as Rangoli, mirror art, and musical chairs. The celebration fostered meaningful connections, shared experiences, and cherished moments with their grandparents.













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Learning and Teaching- Month Ahead

TD Language

Students will be introduced to the Group 3 letters Gg, Oo, Uu, Ll, Ff, and Bb through Jolly Phonics sounds, stories, songs,flashcards, and engaging hands-on learning experiences. They will explore the letter sounds and practise recognising and forming the letters through various sensory and fine-motor activities. Students will also practise blending two- and three-letter words using sounds from the first three groups of Jolly Phonics, along with familiar sight words. They will continue developing letter-sound recognition, blending, early writing, and fine-motor skills through playful learning experiences.

TD Math

During the month, learners will strengthen their understanding of numbers 40–60 through number recognition, sequencing, counting, and hands-on activities. They will explore 2D shapes – circle , square, triangle, rectangle and oval identifying and describing their attributes through sorting, tracing, and real-life examples.Learners will also reinforce the concept of before and after numbers by sequencing numbers and identifying the numbers that come before or after a given number. These experiences will develop their number sense, logical thinking, visual discrimination, problem -solving, and mathematical vocabulary.

PE

Jumping and Hopping :
Students explored vertical jumps, forward jumps, side jumps, and hopping on one leg, developing gross motor coordination, balance, body control, strength, and spatial awareness. They made connections between their senses and movements and explored the function of their senses during movement activities. Students developed self-management skills through balance and safe landings, thinking skills by exploring different movement patterns, communication skills by listening to instructions and sharing experiences, and social skills through cooperation and turn-taking. They demonstrated the Learner Profile attributes of being inquirers by exploring movements, communicators by expressing their experiences, and caring by supporting peers and respecting shared space.

Arts

Learners will continue to explore shapes as an element of art, inquiring into their characteristics, uses and purposes in artworks and everyday life. Through observation, shape identification and hands-on creative activities, they will investigate how different shapes can be combined to create interesting patterns and meaningful artworks.

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Learning and Teaching- Month Ahead

Learners will explore the concepts of Form, Function and Connection as they identify the features of shapes, discover their purposes in art and make connections between shapes in their artwork and the world around them. These experiences will encourage learners to become Inquirers, Thinkers and Communicators as they ask questions, share observations, make creative choices and express their ideas through art. They will also strengthen their fine motor skills, creativity and confidence through experimentation and artistic Exploration.

Drama

PP1 learners will actively engage in preparations for the Annual Day production, The Why-Why Girl, providing opportunities to explore the world of drama, Characterisation, and storytelling through experiential learning. They will practise their assigned roles and dialogues while developing an understanding of how voice modulation, facial expressions, gestures, and body movements help communicate emotions and bring characters to life. Through regular rehearsals, learners will strengthen their Communication Skills by speaking clearly, listening attentively, responding to cues, and expressing their ideas with growing confidence.

Music

Students will be introduced to dynamics, revisit emotions, 5 senses, they will be introduced to new rhymes—i like the flowers, hand on, Students will demonstrate Communication Skills and Thinking Skills—-attributes of learner profile -Communicators, risk takers and Reflectors.

Dance

PP1 learners will participate in preparations for the Annual Day production, *The Why-Why Girl*, exploring dance as a fun way to express feelings and tell stories through movements. They will practise their dance steps and learn how rhythm, music, facial expressions, and body movements help bring a performance to life. During rehearsals, learners will practise moving together, following musical beats, remembering dance sequences, and responding to instructions. These experiences will help develop their **Communication Skills** as they express themselves through movements and gestures, and their **Self-management Skills** as they follow instructions, coordinate their movements, and work together. As **Communicators, Risk-takers, and Balanced learners**, they will build confidence, creativity, teamwork, and joy in expressing themselves through dance.

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Learning and Teaching- Month Ahead

Unit of Inquiry
Transdisciplinary Theme:
Who we are

Central Idea:
Our senses help us to learn and grow

Lines of Inquiry:
1. Sense organs and their purposes
2. Way we use senses to connect to the world around us
3. Taking care of sense organs

Specified Concepts:
Function
Connection
Responsibility

Additional Concept
Biology
Health

Unit of Inquiry
During October, learners will continue exploring the "Who We Are" unit, focusing on understanding the importance of their senses and how to take care of them in everyday life. Through engaging discussions, stories, sensory games, and hands-on activities, learners will explore ways to protect and care for their senses of sight, hearing, smell, taste, and touch.

They will develop an understanding of healthy habits, such as keeping their ears and eyes safe, washing their hands before eating, avoiding unknown substances, and handling objects carefully.

Through these meaningful experiences, learners will develop Self-management Skills by following safety instructions, making responsible choices, and practising personal care routines. They will strengthen their Thinking Skills by identifying safe and unsafe practices, observing different situations, and reflecting on ways to protect their senses. Communication Skills will be nurtured as learners share their ideas, ask questions, and explain how they can care for their senses. These experiences will foster the IB Learner Profile attributes of Caring and Thinkers, encouraging learners to take responsibility for their wellbeing and develop an emerging understanding of how caring for their senses helps them explore and connect with the world around them.

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Action taken by Students

Students demonstrated self-management skills by preparing their own food and practising putting on their shoes independently. These real-life experiences encouraged them agency, responsibility, and confidence in managing everyday tasks.





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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
5th November	Thursday	Diwali Celebration	All Grades

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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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Editorial Board

Chief Editor

Sapna Mehrotra, Center Head

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