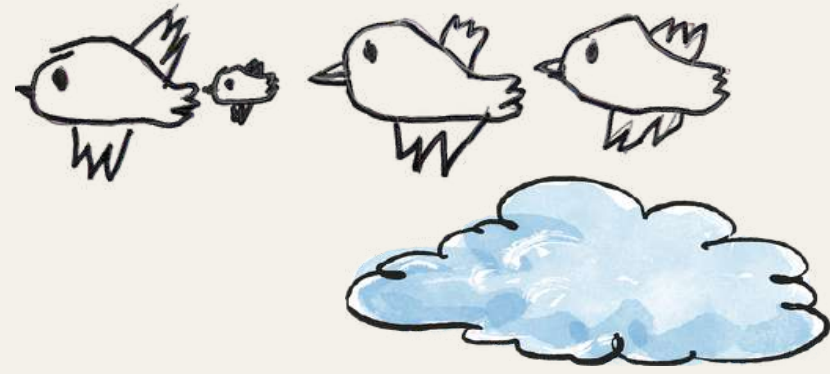




ISMILE Bandung E-NEWSLETTER

April 2026 Issue. Issue no. 8



Drawings by our K2 artists: Valerie, Audie, and Eloise

ANIMAL APPRECIATION DAY

Wonder, Care, and Connection

WRITTEN BY MISS ATA



Last March 13, 2026, the classes took turns gathering in the hall to learn about reptiles with Komunitas Reptil Bandung. The children observed with curiosity, listened attentively, and learned the importance of caring for and respecting all living things.

One of the highlights of the day was when some children bravely carried snakes on their shoulders. With excitement and pride, they shared their love for reptiles. This meaningful experience helped build their confidence and encouraged them to overcome fear through understanding and guided interaction.

Some children also brought their pets to school for a simple show and tell. This allowed everyone to learn about different animals and discover what makes each one unique. The children practiced being respectful observers by looking carefully, waiting patiently, and using gentle voices and movements around the animals.





Curious children eagerly asked questions, including how the snake eats, showing their growing interest and engagement. Their sense of wonder was evident throughout the activity. Through these meaningful experiences, the children developed not only knowledge, but also confidence, empathy, and a deeper appreciation for the world around them.





Teacher Professional Development:

The 100 Languages

Written by Ms. Fara

Our teachers recently participated in an online professional development training titled "The 100 Languages: Storytelling, Play, and Performance," conducted by Ms. Shenaz, last March 11, 2026.

This training strengthened our shared understanding that children express their ideas in many ways—not only through words, but also through movement, music, role play, drawing, and storytelling.



The speaker also emphasized that storytelling is one of the most effective ways to make the class engaging. By using different voices, facial expressions, and actions, teachers can capture children's attention and bring stories to life. This approach helps children stay focused, improves their listening skills, and deepens their understanding. It also encourages imagination, builds confidence, and supports language development.

We explored how to better support children's learning through meaningful and engaging experiences.

Through storytelling, role play, and interactive activities, children are guided to listen, explore characters, and express their understanding in their own way. We recognize that children are not simply copying—they are reconstructing ideas based on their own experiences and understanding.

These approaches provide opportunities for children to express themselves freely using their voice, body, and imagination. They support creativity, language development, and social-emotional growth in a joyful and meaningful way.

Infant and Toddler: *A Pedagogy of Care*

Written by Ms. Wangi

On 26 March, there was an online training on “Infants & Toddlers: A Pedagogy of Care,” provided by Storypark. The session focused on the Educaring® / RIE® approach, and the content felt closely connected to what happens every day in an infant and toddler classroom, where much of the learning takes place through routines rather than structured activities.

The training emphasized respectful relationships as the foundation of early childhood care. In an infant and toddler setting, this is especially relevant, as children rely heavily on familiar adults to feel safe and understood. This idea connects directly to daily classroom moments such as feeding, diapering, and transitions, where children are often more capable of engaging than adults might assume.

One key takeaway was the importance of slowing down during caregiving routines. In a busy classroom, it is easy to move quickly from one task to another. However, taking a moment to explain what is happening—such as before picking up a child or during a diaper change—and allowing time for the child to respond can create a more respectful and cooperative interaction.

Trust and predictability were also highlighted as essential. In an infant and toddler class, consistent routines—such as following the same steps during handwashing or maintaining a familiar sequence before nap time—help children understand what to expect. This often leads to smoother transitions and fewer signs of distress, especially for younger children who are still developing their sense of security.

What makes this approach particularly meaningful for classroom practice is its practicality. It does not require additional materials or complex planning. Instead, it focuses on how educators use their presence, tone, and timing in everyday interactions.

Overall, the training reinforced that in an infant and toddler classroom, caregiving moments are not separate from learning. They are the learning. Through consistent, respectful, and responsive interactions, children build trust, develop early communication skills, and begin to understand their role in relationships.

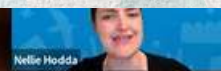
Storypark

Introduction to Infant & Toddler Pedagogy

Thursday 26 March 2026



Nellie Hodda



Rethinking everyday care moments



Care moments are not interruptions to learning.
They are the curriculum.

rk.com

Storypark

Today we'll explore

Why infant and toddler pedagogy matters

Magda Gerber's Educaring® Approach

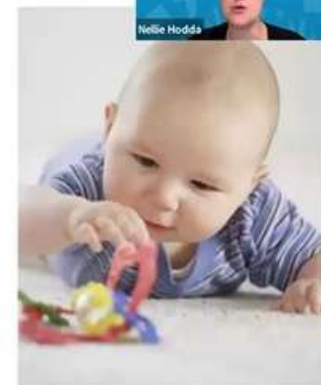
Rethinking everyday care moments

Trust in action

Q&A



Trust in practice: Play



APRIL events



APRIL

Celebrants



Astra (N2C)
April 5



Chiara (N2A)
April 18



Ms. Sharon (K2 Teacher)
April 19



Aryalana (K1A)
April 21



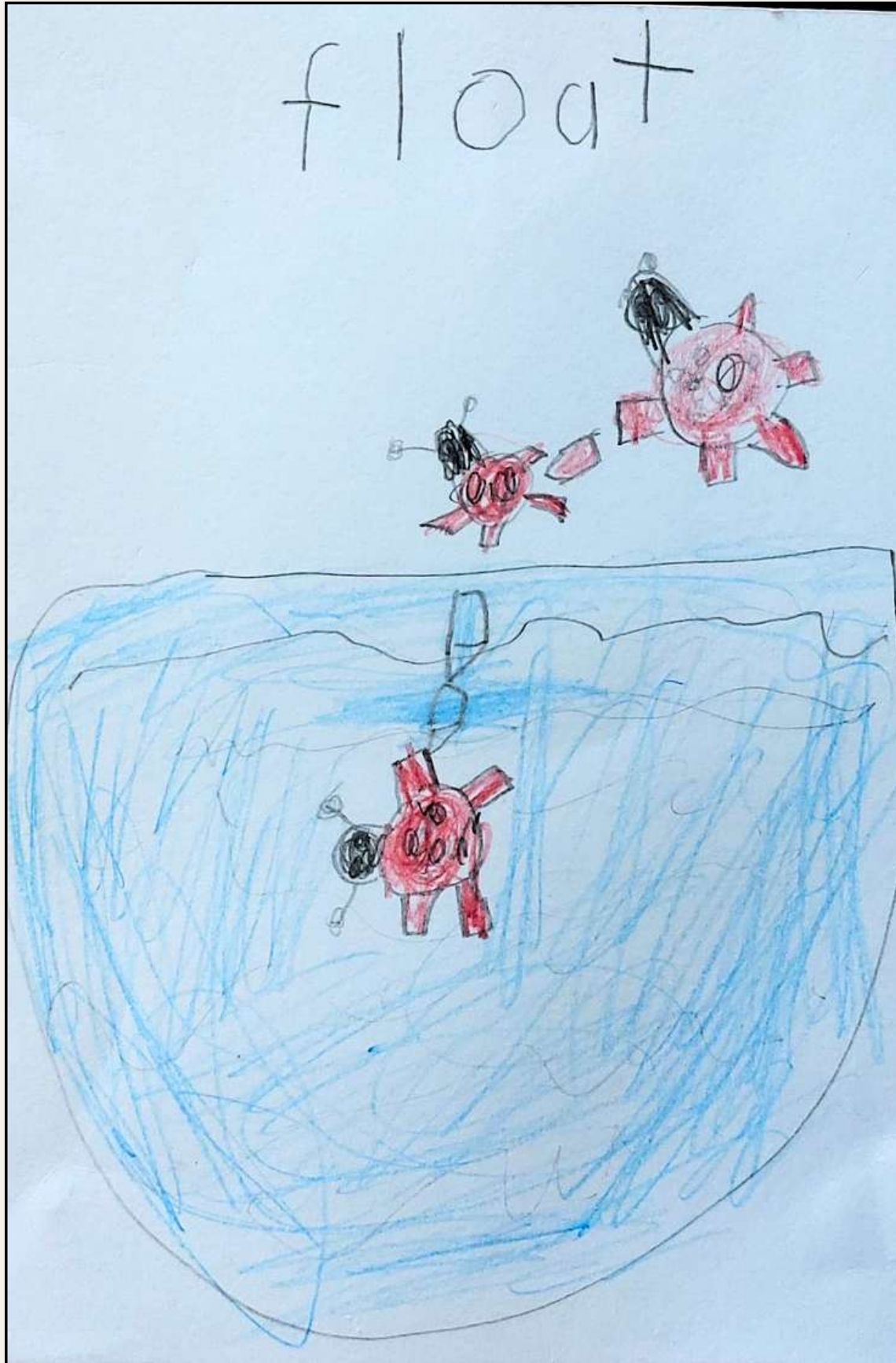
Royce (N2B)
April 25



Ryo (N1A)
April 26



Jade (K1A)
April 29



Wooden ladybug – Sheldon (K1A), 4. 11 mo

