...where every child shines

iSMILE

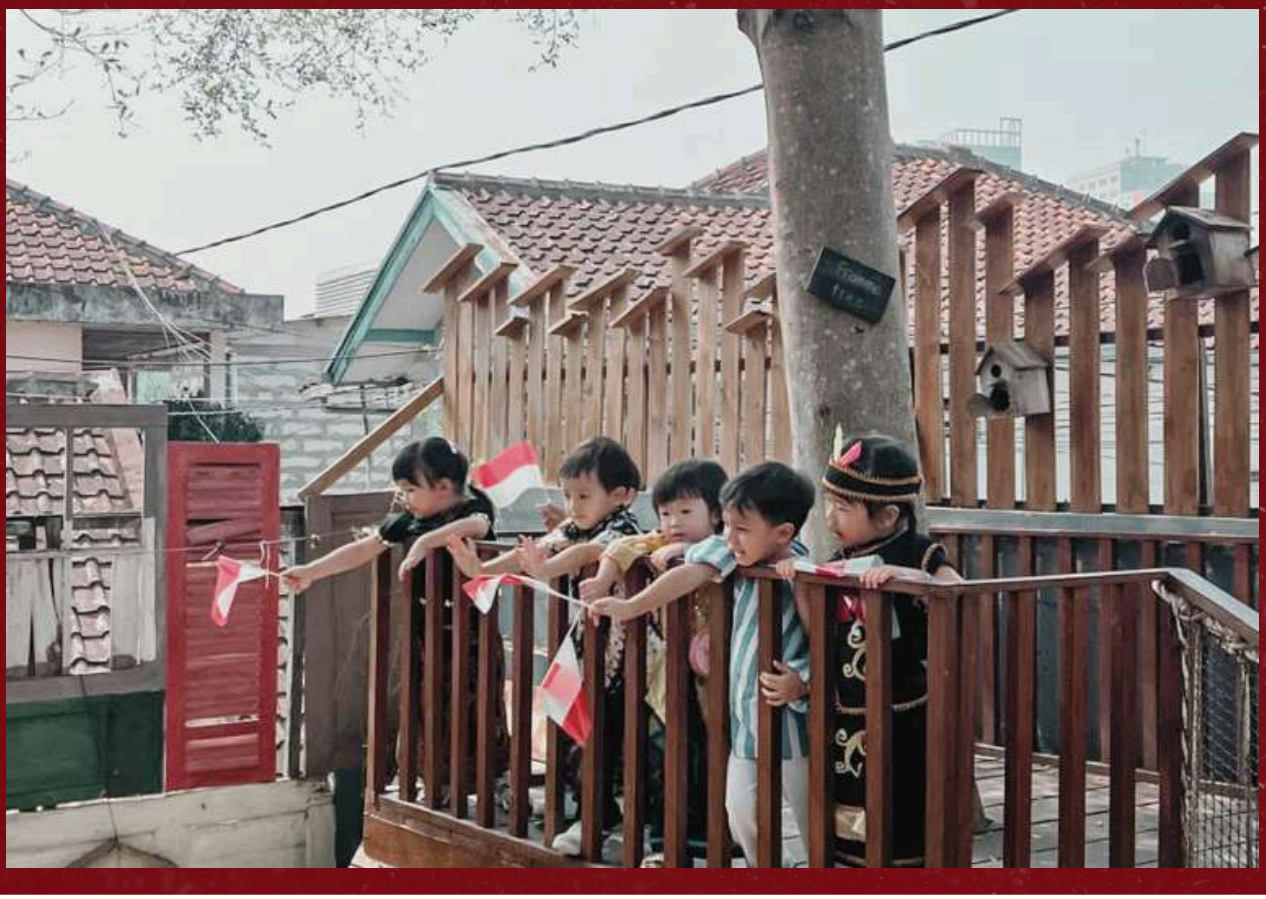
Interdisciplinary School of Multiple Intelligences Learning & Enrichment

ISMILE BANDUNG

E-Newsletter

issue no. 2

September issue 2026



INDONESIA'S INDEPENDENCE DAY

Written by Ms Fara

Our little learners celebrated Indonesia's 81st Independence Day with a colourful journey through Indonesian culture! The children came dressed in beautiful traditional costumes representing different cities and regions across Indonesia.

We proudly held a fun parade, giving everyone a chance to admire the unique colours, patterns, and styles of each costume. Through this experience, they were encouraged to appreciate Indonesia's rich cultural diversity while building confidence as they proudly showed their outfits.

The celebration continued with a special flag-raising ceremony, where all classes came together to sing Indonesia's national songs and watch the Indonesian flag being raised. The children then enjoyed a variety of traditional Indonesian games, including cracker eating, tug of war, sack races, bakiak, flag obstacle courses, ping-pong ball challenges, and the classic pencil in a bottle game. These playful experiences encouraged the children to practise their gross and fine motor skills, coordination, balance, teamwork, turn-taking, and problem solving—all while having lots of fun together!













Most importantly, the celebration gave them meaningful opportunities to experience Indonesian culture through movement, music, play, and togetherness. From proudly wearing traditional costumes to cheering for their friends during the games, every moment was filled with excitement, laughter, and a strong sense of community. It was a joyful way for our little learners to celebrate what makes Indonesia so wonderfully diverse!

After school, the teachers joined in the fun too! Wearing outfits with a touch of red and white, we brought out our competitive and playful sides through a series of classic Indonesian games. From hilarious sack races and cracker eating challenges to an energetic tug of war and a flour transfer game, there was plenty of laughter, teamwork, and friendly competition. It was a wonderful way for the teachers to celebrate Independence Day together and enjoy some well deserved fun after a busy day with our little learners!











Building Safety Through Preparedness: Our Successful Earthquake Drill

Written by Ms Anne



At ISMILE Bandung Preschool, we believe that keeping our children and staff safe is an important part of creating a caring and supportive learning environment. As part of our commitment to safety and preparedness, we successfully conducted our Earthquake Drill on 27 and 28 August 2026.

The drills provided an opportunity for both children and staff to practice what to do before, during, and after an earthquake. Through these activities, the children learned the importance of staying calm, listening carefully to their teachers, and following safety instructions.



During the drill, everyone practiced the essential "Drop, Cover, and Hold On" procedure when the earthquake alarm was sounded. When the evacuation bell rang, teachers and helpers calmly guided the children along their designated evacuation routes to the safe assembly area. Staff members also carried out their assigned responsibilities and checked that all children and staff were accounted for.





The children participated remarkably well. Although the drill was a serious safety activity, the teachers helped make the experience calm and age-appropriate, allowing the children to understand that practicing safety procedures helps us know what to do in an emergency.

The earthquake drill was also a valuable reminder that preparedness, teamwork, attentiveness, and calmness can make a difference during an emergency. We are proud of our children and staff for their cooperation and responsible participation.







A special thank you to all the teachers and staff who worked together to make the drills organized and successful. Through regular practice, we continue to build a school community where everyone is prepared, confident, and committed to keeping one another safe.

"Stay calm. Stay alert. Stay safe."

MOVING. LEARNING. AND GROWING WITH BAZGYM

Written by Ms Leslie







Our students in Bandung had an exciting and energetic introduction to Bazgym, led by Coach Octavian Huwa from Bazgym Permata Hijau. The children enthusiastically participated in fun movement activities designed to develop their coordination, balance, agility, body awareness, strength, and confidence.

Through jumping, balancing, stretching, and other engaging exercises, the students discovered that physical activity can be both fun and meaningful. The session also encouraged important qualities such as perseverance, cooperation, and confidence as the children explored what their bodies could do.

Empowering Our Teachers

Following the students' session, our Bandung Lead Teachers and Assistant Teachers participated in a hands-on Bazgym training with Coach Octavian Huwa.

The training provided our teachers with valuable knowledge and practical strategies for incorporating purposeful movement into children's learning experiences. Our teachers also had the opportunity to experience the activities themselves and better understand how movement can support children's overall development.









Moving Bodies, Growing Minds







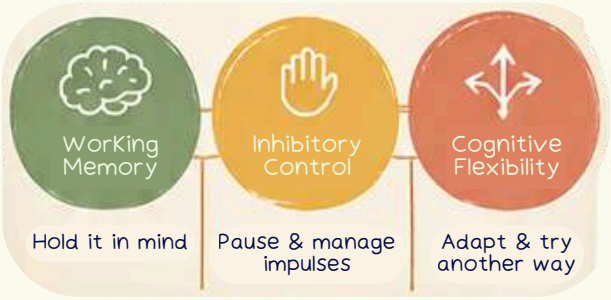


Growing Executive Function

Building the focus, flexibility, and self-control behind every other skill - from 6 months to 6 years.

What Is Executive Function, and Why Does It Matter?

The Center on the Developing Child at Harvard University describes executive function (EF) skills as the brain's "air traffic control system" — the mental processes that let a person manage information, make decisions, and plan ahead. Three core skills sit underneath EF: working memory, inhibitory control, and cognitive flexibility.



Children are not born with these skills — Harvard's research is clear that EF is built gradually, through practice and through supportive relationships with adults, starting in the earliest years of life. Because EF underlies focus, emotional regulation, and the ability to learn almost anything else, the early childhood years are one of the most important windows for building it.

How We Build EF at ISMILE: 6 Months to 6 Years

Executive Function is one of ISMILE's own formal learning-outcome domains, tracked across four strands from Infant through K2: Attention & Focus, Problem Solving & Flexible Thinking, Self-Regulation & Persistence, and Planning & Organisation. Children don't take a separate "EF class" — these skills are built inside everyday classroom moments: circle time, transitions, turn-taking games, and play. Below is a snapshot of how the same four strands grow in sophistication from Infant to K2.

From Little Steps to Big Thinking

Executive function develops gradually. The skills look different at different ages, but every stage builds on what comes before.

	INFANT/TODDLER (6 months - 2 years)	NURSERY (N1-N2, 2-4 years)	K1 (4 - 5 years)	K2 (5 - 6 years)
Attention & Focus	• Responds to own name; focuses on an activity for up to 5 minutes	• Carries out simple instructions; stays focused for a reasonable time	• Sustains focus for 5-8 minutes; filters out classroom distractions	• Sustains attention through multi-step tasks; rereads & self-corrects
Problem Solving & Flexible Thinking	• Finds hidden objects; tries different strategies to reach a goal	• Reasons through simple problems; plays make-believe	• Finds more than one solution; plans steps before starting a task	• Evaluates options before choosing an approach; generates creative solutions
Self-Regulation & Persistence	• Looks for an adult for help when frustrated; takes turns with guidance	• Shows persistence with tasks; waits for a turn with a reminder	• Waits for a turn without disrupting others; manages transitions calmly	• Delay gratification in unstructured settings; recovers from frustration and re-engages
Planning & Organisation	• Foundational skills (attention, self-control) build first	• Follows the daily routine with minimal prompting; sequences a 3-part task	• Plans an approach before starting; organises materials without prompting	• Sets a goal and identifies steps to reach it; manages own organisation across the day

Source: ISMILE Learning Outcomes Progression Grid, Executive Function domain, AY2026-2027.

Supporting Our Teachers, So They Can Support Your Child

Harvard's guide is direct on this point: children build EF through their interactions with the adults around them, so an adult's own capacity for patience, planning, and self-regulation shapes how well a child's does. That is why we invest as deliberately in our teachers' practice as we do in the children's.

- Learning Coordinators provide ongoing, year-round coaching on lesson planning and teaching strategy — not a one-time training, but continuous support throughout the year.
- Each classroom is observed twice per semester by two independent evaluators — a General Classroom Observation and a Pedagogy & Curriculum Observation — each followed by a real conversation with the teacher, not just a score.
- Every teacher completes a reflection after each observation: what went well, what to improve, and what support they need.
- General training runs every term for all teaching staff, with additional ad-hoc pedagogy training identified by Centre Coordinators and Directors.
- Assessment is designed to be developmental, not punitive — its purpose is to grow each teacher's practice, which is what lets them model and scaffold EF for children day to day.

What Parents Can Do at Home – and Why It Matters

EF doesn't stop building at school pickup. Harvard's Activities Guide recommends simple, playful, age-appropriate games — many of which families already know — as some of the most effective ways to keep strengthening these skills at home.

6-18 MONTHS

🌱 Hiding games (hide a toy under a cloth, peekaboo)
🌱 Fingerplays (Eensy Weensy Spider, Where Is ThumbKin?)
🌱 Copying games (stacking blocks, copying gestures)

Building:
Working memory + Attention + Early Self-control

18-36 MONTHS

🌱 Follow the Leader
🌱 Freeze Dance (Musical Statues)
🌱 Turn-taking sorting games by size, shape, or color
🌱 Pretend play with household items, letting your child lead

Building:
Inhibitory control + Working memory + Self-regulation

3-5 YEARS

🌱 "Play plans" — draw or describe what you intend to play before playing
🌱 Movement games with changing rules (freeze dance with directional pictures)
🌱 Cooking together, following steps in order

Building:
Working memory + Attention + Early Self-control

5-7 YEARS

🌱 Simon Says and its variants
🌱 Card and board games (Go Fish, Uno, Checkers)
🌱 20 Questions / Guess My Rule

Building:
Working memory + Cognitive Flexibility + Inhibitory control

Why the Early Years Matter So Much

Harvard's Center on the Developing Child frames EF as foundational — skills that are "essential at every stage of life" but that take shape earliest through everyday practice and caring adult relationships. The games and routines in this newsletter are not extra homework: for a 6-month-old to a 6-year-old, play like this is the work of building a brain that can focus, adapt, and manage itself — the foundation everything else in school and life is built on.

Sources: Center on the Developing Child at Harvard University, "A Guide to Executive Function" and "Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence" (developingchild.harvard.edu). ISMILE curriculum content: ISMILE Learning Outcomes Progression Grid (AY2026-2027) and ISMILE Teacher Handbook / Teacher Observation Workflow SOP.

INVESTING

in the People Who Lead Our School



When you send your child to our school, you're trusting us with their daily care and their long-term growth. We don't take that trust for granted. To make sure we're always bringing our best to your family, our leadership team recently spent two full days—August 24 and 25—in an intensive CliftonStrengths leadership workshop.

WHAT IS CLIFTONSTRENGTHS?

Created by Gallup, CliftonStrengths is a leadership tool used by schools and organizations worldwide. Instead of focusing on what people do wrong, it identifies what they naturally do well so they can build on those innate talents.

WHO LED THE WORKSHOP?

We were fortunate to learn from Dr. Jacqueline Chung, PhD. Dr. Chung is an Associate Faculty member at the Singapore University of Social Sciences (SUSS), an Adjunct Lecturer at the National Institute of Early Childhood Development (NIEC), and an ECDA Fellow—a designation awarded by Singapore's Early Childhood Development Agency to top leaders driving quality in early education.

WHAT WE LEARNED ABOUT OUR TEAM?

Looking at our leadership group as a whole, our strengths cluster heavily around Relationship Building and Executing. In plain terms: our team naturally builds deep trust with others, and we get things done.
Our top five collective strengths are:

- Learner: Driven by a desire to keep growing and improving.
- Responsibility: Owning our commitments and following through with integrity.
- Relator: Building genuine, deep relationships and working hard alongside people we trust.
- Belief: Guided by strong core values that bring purpose to everything we do.
- Developer: Spotting potential in others and helping them grow.

WHY THIS MATTERS FOR YOUR CHILD

Over the two days, our leaders mapped out how their individual styles fit together. We realized that our differences are our biggest asset: some of us push initiatives forward, others keep the team grounded, and others focus on strategy and care. Instead of working in silos, we walked away with a clear plan to use these complementary strengths every day.

When our leadership team communicates clearly and supports one another, that stability trickles down. It means stronger support for our teachers, smoother school operations, and a warmer, more supportive environment for your child.
Investing in our staff is an ongoing commitment. When our leaders grow, our whole school community thrives.

September events



Open House
September 12



Fieldtrip to Nordic Land - Lembang
September 18



Term Break (Term 1)
September 21-25



Term 2 Back to School
September 28

September Celebrants


Tobias (K1B)
September 02



Keanu (K1B)
September 05


Ms. Egi (N2B)
September 05


Valerie (K1A)
September 06


Jacob (N2B)
September 09


Kylian (Toddler A)
September 15



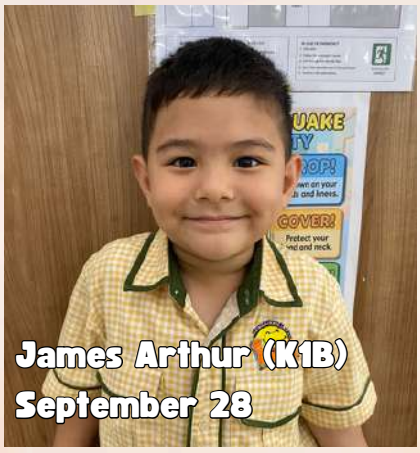
James Steven (K1B)
September 21



Emily (K2B)
September 21

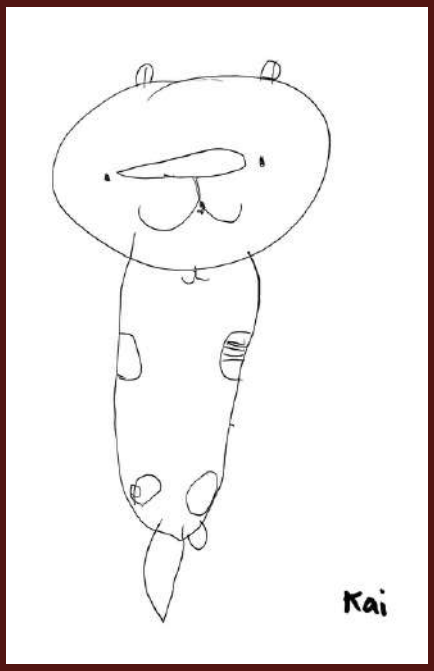

Clayton (K2B)
September 23


Karen (K1A)
September 28

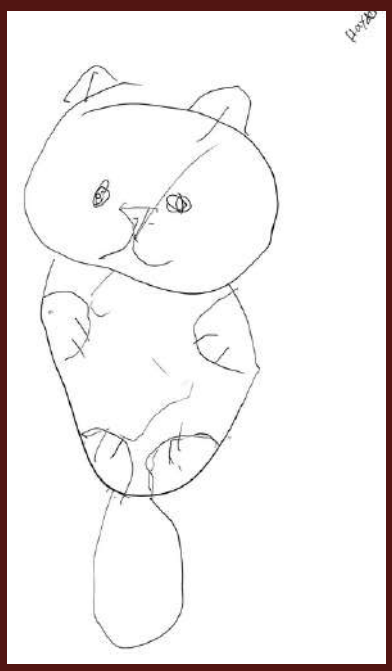


James Arthur (K1B)
September 28

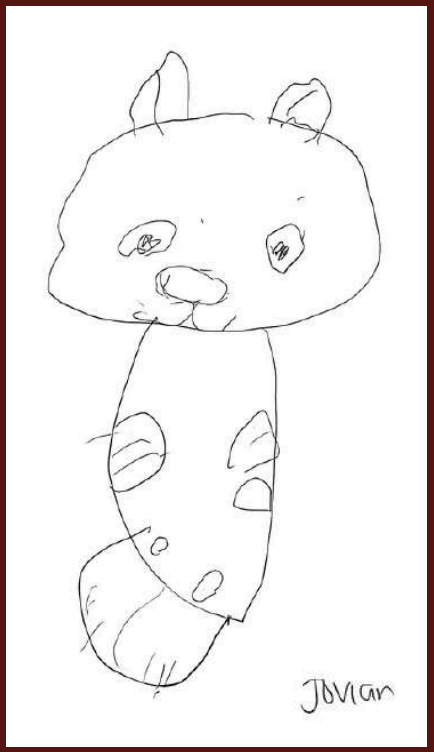
Otter by N2A/C



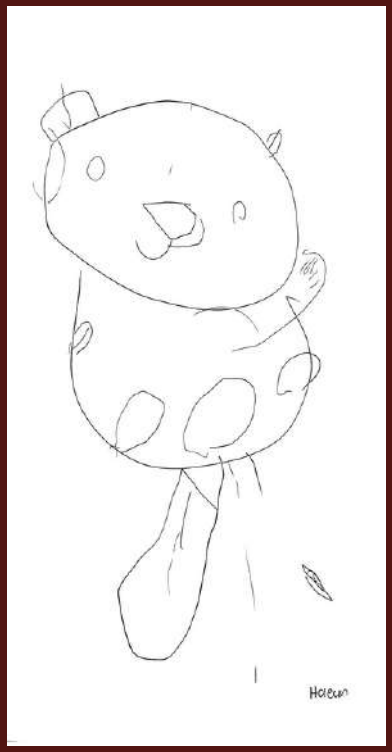
Kai, N2A, 3 years 4 months



Hayden, N2A, 3 years 2 months



Jovian, N2C, 3 years 4 months



Haeun, N2C, 2 years 11 months

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NEWSLETTER TEAM

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