



Edition : July – September

2026

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ISHINE KELAPA GADING NEWSLETTER

Never Stop Learning

because life never stops teaching.



Welcome to the NEW ACADEMIC YEAR

Dear Parents and Guardians,

Welcome to the new academic year at IShine! We are delighted to welcome you and your children as we begin another exciting learning journey together.

At IShine, we believe that the best education is built through a strong partnership between families and the school. Through open communication, mutual trust, and positive collaboration, we can help every child grow into a confident, resilient, and lifelong learner. We are committed to providing a safe, joyful, and nurturing environment where every child feels valued, supported, and encouraged to reach their full potential.

Thank you for the trust you have placed in IShine. We look forward to working together to make this academic year meaningful, enriching, and filled with opportunities for growth and happiness for every child.

Warm regards,

July Laoshi

School Coordinator

IShine Kelapa Gading Preschool, Kindergarten & Childcare



Dear Parents and Guardians,

Another year of little moments, new discoveries, and happy memories begins!

It is always a joy to have our children and families with us. At Childcare, we believe that learning happens every day — through play, daily routines, practical life experiences, friendships, and the little moments that help children develop independence and confidence.

We believe that these experiences become even more meaningful when we work together with parents. Through open communication, shared understanding, and supporting each other, we can better support each child's needs and development, both at home and at Childcare.

Thank you for being part of our journey. We look forward to another year filled with joy, discovery, and meaningful everyday moments together.

Warm regards,

Deisy Lowing

Childcare Coordinator

IShine Kelapa Gading Preschool, Kindergarten & Childcare



Teachers' Training

Teacher Professional Development Documentation

6–9 July 2026



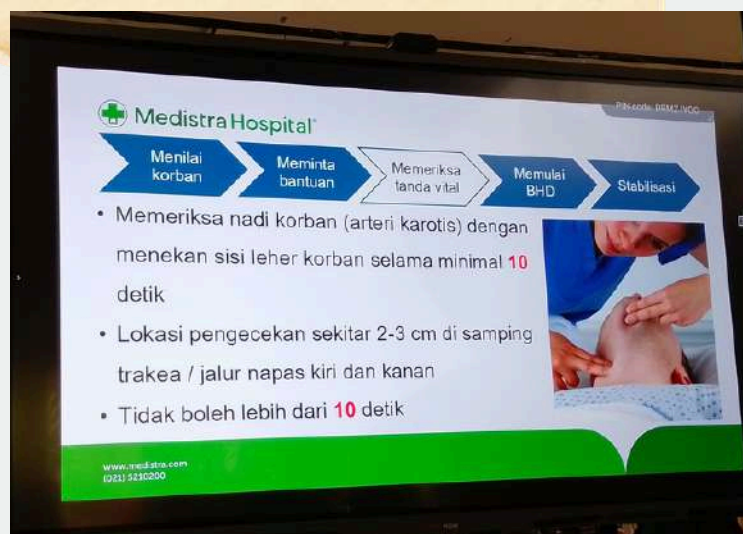
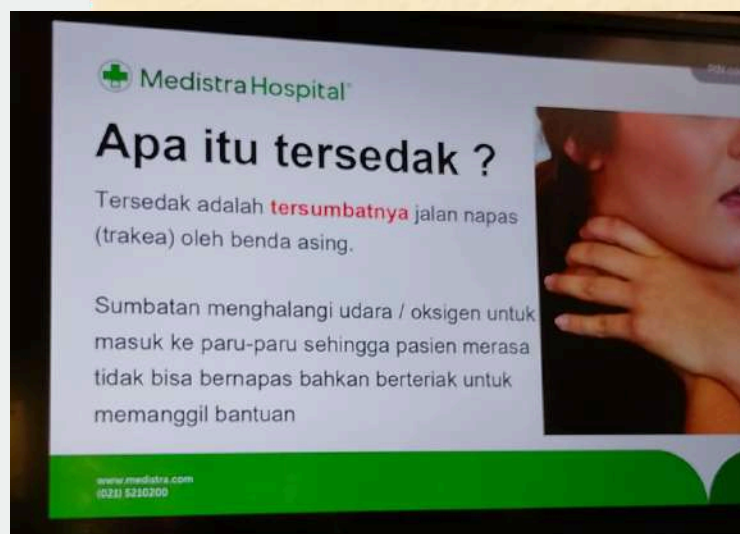
The Teacher Professional Development was conducted to strengthen teachers' knowledge, skills, and professionalism in supporting children's learning and development. The training included Devotion, KTL, class management, lesson planning and execution, phonics, language and literacy, curriculum and benchmark discussions, classroom setup, documentation, and demo teaching.

Teachers also had opportunities to share ideas, discuss classroom challenges, and learn practical strategies from experienced teachers and mentors. The sessions encouraged reflection, collaboration, teamwork, and continuous improvement in supporting children's learning and development.





Teachers' Training



As part of the professional development program, teachers participated in First Aid Training to develop essential knowledge and practical skills in responding to emergencies. The training covered basic first aid procedures and appropriate responses to common situations that may occur in a school environment, helping teachers feel better prepared to ensure children's safety and well-being.

In addition, teachers participated in a health check-up, including a chest X-ray, as part of the school's health and safety support.

Overall, the training supported teachers in creating a safe, effective, and engaging learning environment for children.



PARENTS ORIENTATION DAY



Parents Orientation Day marked the beginning of the 2026/2027 academic year, bringing parents and teachers together before the children started Term 1.



The day began with a warm welcome from the coordinator, followed by an introduction to the school's curriculum, vision and mission, and core beliefs, giving parents a deeper understanding of the values that shape our learning environment.



Parents then spent time with the class teachers to explore the classroom, get to know the learning environment, and learn more about the children's learning goals for the year ahead. The day concluded with the selection of parent volunteers, strengthening the partnership between home and school as we look forward to a meaningful year of learning, growing, and creating wonderful experiences together.

INDEPENDENCE DAY

Celebrating Indonesia's Independence Day 🇮🇩

On Friday, 14 August 2026, the IShine school family came together at Kolin Futsal to celebrate Indonesia's 81st Independence Day with bright smiles, proud hearts, and lots of excitement!

The celebration began with a solemn flag ceremony, followed by a lively series of traditional Tujuhbelasan games. Our Infant-Toddler, Nursery, and Kindergarten students enthusiastically joined the fun, taking part in sack races, flag races, and moving balls challenges. Their excitement and cheerful spirit made every game a memorable moment!



INDEPENDENCE DAY

The celebration became even more special as parents joined in the fun with the iconic cracker-eating competition. Laughter, cheers, and encouragement filled the venue as our school community enjoyed the games together.

It was a joyful celebration that brought teachers, students, and parents closer through teamwork, laughter, and the spirit of togetherness. A wonderful way to celebrate Indonesia's Independence Day and create happy memories as one IShine family!



CLIFTON STRENGTH

Leaders Training

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.

CLIFTON STRENGTH

Leaders Training

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.





EARTHQUAKE DRILL

On August 18, iShine Kelapa Gading held an earthquake drill with all preschool students, teachers, and childcare children. Through this activity, the children learned that an earthquake happens when the ground shakes and practiced simple steps to stay safe. When the alarm sounded, the children stayed calm, moved under the tables, and waited until the alarm stopped.



After the alarm stopped, the children came out, lined up, and followed their teachers' instructions to move safely outside. Everyone participated with excitement and enthusiasm, making the drill a meaningful learning experience. Through this practice, the children learned how to respond calmly and safely during an emergency.



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.

WorkingMemory	InhibitoryControl	CognitiveFlexibility
Holding information in mind and using it	Resisting impulses; staying on task	Adjusting to change; seeing new solutions

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.

Skill Area	Infant / Toddler (6mo–2yr)	Nursery (N1–N2, ~2–4yr)	K1 (4–5yr)	K2 (5–6yr)
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 to 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	Delays 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 (age bands & outcomes): 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.

Age	Try This	Builds
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)	Working memory, attention, early self-control
18–36 months	Follow the Leader; Freeze Dance (Musical Statues); turn-taking sorting games by size, shape, or colour; pretend play with household items, letting your child lead	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	Planning, cognitive flexibility, working memory
5–7 years (K1–K2)	Simon Says and its variants; card and board games (Go Fish, Uno, Checkers); 20 Questions / Guess My Rule	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.



**HAPPY
BIRTHDAY**



JULY

**1 CLARA GUMANTI K1A
1 KEIRA LOUISE SUGITO K1B
9 QIANA SYAZANI AGIVA K1B
10 VALENCIA YIN N2A
14 GEORGINA SERHALAWAN K1B
23 JESNA ALISHA K1B**

August

**4 FREDERICK MANJUSHRI ANG N2B
10 RUTH AGUSTIN SITANAYA INFANT
24 GWEN SORA IVANA CHILDCARE
26 REBECCA FIDELIA CHEW N1
31 ARLENE INARA KURNIAWAN K1B**

SEPTEMBER

**5 ALESHA DZAKIYA WICAKSONO CHILDCARE
7 GIL HARI K1B
8 GILLIAN CHARLOTTE ZHUANG N2B
9 TOBI KEENE SUMAWINATA N1
9 FLYNN LEWIS FERNANDEZ K1B
10 KHIEL BENAYA MATETES SIMBOLON CHILDCARE
14 JEVELYN TJANDRA TODDLER
15 ELLIANA LIESL HARTONO K1B
19 OLIVER DJOHARI TODDLER
23 AXTON HARRELL SUSANTO N2A
26 ALICIA CLARETTA BUDIDARMAN K1B
29 KENLEE NAARA ADLIM K2**



Dates TO

REMEMBER

October 2,2026 (Field Trip)

October 10, 2026 (Open House)

October 19-23,2026 (Children's Week and UN Day)

November 14,2026 (Open House)

November 28, 2026 (Holiday Celebration)

December 4, 2026 (Parent - Teacher Conference)

December 7-18, 2026 (Holiday Program)

December 21-31, 2026 (Christmas Holiday)

December 25, 2026 (Christmas Day)

January 11, 2027 (TERM 3 START)



where limitless
learning begins

PRESCHOOL, KINDERGARTEN,
& CHILDCARE

July - September 2026