

JAMES AND THE PUPPETS

29 May

Teacher: Fiona

Mikayla is playing with the puppets when James comes into the family corner. Mikayla asks Maxine if James would like a puppet. Maxine tells Mikayla to ask James if he wants a puppet – which Mikayla does and she holds the puppet out for James to put his hand in – which he tries but misses the hole. He gets the puppet on his hand with some help. Mikayla, Maxine, and James together play with their puppets, pretending to talk to each other and pretending to eat food. James gets a fork and pretends to feed Maxine's puppet for a while.

Short-term review

- What lovely play occurred between Mikayla and James with the puppets!
- Great dramatic play, taking on another role, pretending to be a hen and pretending to feed it and give it something to drink.
- They were involved in this play for a sustained period of time.
- A variety of verbal and non-verbal gestures occurred between them during this play.



What's happening here?

The teacher documents an occasion when James plays a puppet game with another child, Mikayla. She describes the support given by his education support worker, Maxine, as well as the interactions between James and Mikayla. James' parents said that they particularly liked this story because it shows work towards James' IP goals of communication and interaction with another child.

What aspects of inclusive assessment does this exemplify?

In this story, the teacher describes how the education support worker fosters an inclusive experience for James, carefully considering the support he needs and what he can do for himself. Documenting this episode reinforces an important aspect of inclusion: that children with early intervention support should have the opportunity to learn interactively alongside other children.

How might this assessment contribute to this child's learning and development?

For James to build on this sort of interactive experience, he needs adults to be aware of how best to help him and how to do just enough but not too much. For others working with James, this assessment documents how much adult support he needs to manage this sort of interaction successfully.

What might this tell us about informal noticing, recognising, and responding in this place?

The education support worker does not answer for James when Mikayla asks her if he would like to play with the puppets. Instead, she tells Mikayla to ask James himself. By valuing James' ability to make his own decisions, she communicates to Mikayla the expectation that she should talk to James herself, as she would to anyone else. The education support worker then responds by joining the game to scaffold the interaction and encourages James to talk to Mikayla, helping him to progress towards two of his IP goals.