

Possible Sources of Evidence to support Early Learning Framework for Improvement (ELFI) Judgements

Centre-Based Services

Services may use this document to guide their selection of information to support their ELFI judgements. The examples below are **possible sources of evidence** that services may wish to draw on.

Be selective in the information you provide, as the Supporting Indicators and Sub Domains work together to show high-quality practice. One example of evidence may support your judgements in more than one Sub Domain of the ELFI. One document may demonstrate several aspects of practice, so there is no need to provide the same information more than once. Where helpful, add a note to show how a piece of information links to more than one Sub Domain or Supporting Indicator.

ELFI Domain 1: CURRICULUM, TEACHING and LEARNING	
Sub Domain 1	Possible sources of evidence (some examples you may have)
CHILDREN'S PROGRESS	Documentation that shows how the service is using the learning outcomes in <i>Te Whāriki</i>, the early childhood curriculum to support assessment, focusing on children's knowledge, skills, attitudes, and dispositions. Information that shows how parents and whānau are contributing to planning for their child and how their aspirations inform planning and assessment (learning-focused partnerships). Engagement with iwi and use of iwi education plans to inform curriculum decisions for Māori learners. Learning progress summaries that identify strengths, progress and next steps for learning for groups of children and/or individuals. Information that shows how teachers analyse learning progress, (rather than simply describe activities or participation), and share this with others – whānau, other teachers, and the child/children. Planning records showing how assessment information informs children's progress. Teachers' child observation records that support a focus on children's developing progress. Team discussion records demonstrating collaborative decision-making about children's progress.

	Transition to school information that shows how children's progress, knowledge, skills and understandings are shared with whānau, the child and schools to support continuity of learning as they move between settings.
Sub Domain 2	Possible sources of evidence (examples)
ENGAGEMENT AND BELONGING	Documentation may take a variety of forms to suit the service's operation (such as portfolios, wall displays, policies and procedures) but must include: 1. a process for providing positive guidance to encourage social competence in children (C110) 2. a process for providing formal and informal opportunities for parents to: ○ communicate with adults providing education and care about their child, and share specific evidence of the child's learning and ○ be involved in decision-making concerning their child's learning (C112) and 3. a record of information and guidance sought from agencies and/or services (C113). Observations of children's engagement in learning (analysed). Documented planning for and observations of routines. Staff meeting minutes. Assessment information showing specific support for individual children. Policies and procedures related to transitions. Review or evaluation of transition practices. Feedback from parents and whānau related to transitions.
Sub Domain 3	Possible sources of evidence (examples)
TEACHING PRACTICES INCLUDING EARLY LITERACY AND MATHS	Observations and analysis of intentional teaching practice/strategies. Records of Professional Learning and Development focused on intentional teaching/teaching strategies. Staff meeting minutes showing discussion about intentional teaching strategies. Documentation may take a variety of forms to suit the service's operation (such as portfolios, wall displays, policies and procedures) but must include: 4. a process for providing positive guidance to encourage social competence in children (C110)

	5. a process for providing formal and informal opportunities for parents to: ○ communicate with adults providing education and care about their child, and share specific evidence of the child's learning and ○ be involved in decision making concerning their child's learning (C112) and 6. a record of information and guidance sought from agencies and/or services (C113). Notes/records of discussions with parents and whānau about supporting their child's social competence. Notes/record of external support accessed for individual children's social competence. Teacher inquiries, action research. Observations (and analysis) of the environment focused on use of space and resourcing.
Sub Domain 4	Possible sources of evidence (examples)
CURRICULUM AND ASSESSMENT	Recent service curriculum documentation related to planning, assessment and evaluation. The service's priorities for children's learning/what matters most with evidence about how they are determined, implemented in the service's curriculum, and if/how evaluated. Assessment information about children's learning (analysis of a sample(s)). Documentation showing the links between assessment for children's learning and intentional teaching decisions or plans, for individuals and/or groups. Pedagogical documentation referring to either the written, visual, and recorded evidence showing children's learning, teachers' practice, and how learning is supported intentionally over time. PLD records related to curriculum and assessment including literacy and maths. These could include PLD content, timing and any evaluation of impact. What leaders/teachers know about the quality and impact of curriculum implementation and how they know this. Any curriculum evaluation including process and findings. Staff meeting minutes showing discussions about curriculum and priorities for children's learning.
Sub Domain 5	Possible sources of evidence (examples)
EQUITY AND INCLUSION	Curriculum planning, assessment and evaluation documentation.

	Examples and analysis of IEPs. PLD records relevant to equity and inclusion. Staff meeting minutes. Information about partnerships with parents and whānau. Information about relationships/partnerships/engagement with parents and whānau, including whānau Māori as tangata whenua. Staffing information related to specialist or additional support for children. Information about the use of equity funding and impact for children and their whānau. Information about working with external agencies.
ELFI Domain 2: LEADERSHIP, GOVERNANCE and MANAGEMENT	
Sub Domain 6	Possible sources of evidence (examples)
LEADERSHIP	Planning (operational, annual, strategic) documentation including implementation and monitoring. Reports to those in governance and management (curriculum, compliance monitoring, findings from review and evaluation activities). Professional learning and development plans, programmes and evaluation of impact of such programmes. Information relating to engagement with parents and whānau and their involvement in decision making. Information relating to engagement with whānau Māori and their involvement in decision making. Information relating to engagement with Pacific families and their involvement in decision making.
Sub Domain 7	Possible sources of evidence (examples)
SERVICE IMPROVEMENT	Planning (operational, annual, strategic) documentation. Improvement plans, implementation, monitoring and evaluation. Information about budgeting and resourcing decisions related to curriculum, teaching and learning outcomes for children.

Reports to those in leadership, management and governance (curriculum, compliance monitoring, findings from review and evaluation activities).

Analysis of reports and how these have informed strategic decision making and impact for children's learning

Review activities - process, focus and outcomes.

Professional Learning and Development plans, review and/or evaluation related to service and teaching/learning improvement.

Internal evaluation processes and findings, impact, outcomes.