

## Wings of Discovery® Year One Findings: 1-3.

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### Note:

Participating Early Childhood Educators saw their primary role as care-giver and learned to model what it means to be a learner, support discovery and adapt programs. Participating children consistently exhibited the ability to: focus and pay attention; follow directions; share with others; play safely and cooperatively; listen and observe; grow confident and independent; build language skills and general knowledge while also building skills and positive attitudes, showing enthusiasm for science, responding thoughtfully to questions and acquiring science vocabulary and ideas. Kindergarten students were engaged in activities and made connections beyond the classroom, in the home environment.

### Abstract:

During 2003/04 LTS, in cooperation with Queen's University, Faculty of Education, Assessment and Evaluation Group (AEG), initiated the first stage of a multiphase program evaluation. The first year evaluation had four purposes: (a) to provide developmental information during stages of program design that included early childhood educators at our partner site, The Butterfly Learning Centre (BLC), (b) to systematically gather empirical evidence about the infant, toddler, preschool and kindergarten programs in action, (c) to collect preliminary evidence of the program's products and outcomes and (d) to explore the factors that would facilitate the transfer of Wings of Discovery to other settings. Generating a deep understanding of program dynamics is a fundamental precursor to the assessment of quality in learning outcomes in early childhood education (Lee & Walsh, 2004). Therefore, the first year evaluation focused on learning about the veracity of the program (i.e., is the program implemented as intended by the developers?).