

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

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Authors:	Assessment and Evaluation Group (AEG), Queen's University		
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### Note:

Educators became more confident and comfortable with science and both adopted and adapted the curriculum by asking various types of questions, using models to find answers and prioritizing children's responses over the curriculum guideline. Participating children continued to exhibit skill development and a strong interest in the world around them: it was noted that they would request more science time and actively connect science concepts to their personal experiences, including communicating science concepts to one another. Parents continued to note the examples of knowledge and skill transference their children brought into the home environment from the Wings of Discovery program

### Abstract:

The second year of the evaluation in 2004/05 focused on extending this work in order to understand, in greater depth, how Wings of Discovery works; specifically, how it influences the behaviours and thinking of children, early childhood educators and parents. As well, the team began to focus on collecting baseline data that could lead to assessing the impact of the program on children's growth and achievement over time. Finally, a site that recently implemented Wings of Discovery was studied to determine the conditions under which Wings of Discovery might be successfully adopted and adapted in other early years settings with minimal support from program developers.