

**Title: The Importance of Place in Indigenous Science Programming: Developing a Life-long Learning Model**

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**ABSTRACT**

“What are the necessary components for authentic and successful science programming in Indigenous communities? How do these differ from mainstream programming?” These were some initial questions asked while creating a learning model for Indigenous science education. Drawing upon many sources helped develop the model. First, was the literature that specifically discussed Aboriginal and scientific knowledge in relation to science education. However, the literature from social and ecological justice perspectives and environmental literacy were incorporated to broaden the scope beyond the local. From these theoretical perspectives four components were identified: coming-to-know, cross-cultural pedagogy, social and ecological justice, and ecological literacy, as important in the creation of a framework for Indigenous science education. Then, within the context of a conference on Indigenous science education, teachers, consultants and administrators were asked a similar question: “What is it about your approach to science education that makes it successful for your community?” From the responses the model was further refined. In this presentation and paper, the model, refinement of the model and application of the model to science education and science career development programming in the Canadian First Nations context will be discussed.