CATALYST FOR CHANGE



EDUCATION AT CLS

Our goal is to be a catalyst for change in how science is taught. We bridge research with education using inquiry-focused and place-based approaches. Our programming prioritizes Indigenous perspectives and Ways of Knowing, ensuring this focus is central for Indigenous participants, and thoughtfully integrated for non-Indigenous participants. We demonstrate how Indigenous and mainstream science worldviews can work together in a spirit of reconciliation, partnership, and collaboration. Together we work to create a space that expands who sees themselves in science, and who is seen in science.

Examples of programs and activities that help achieve these goals include:

Professional Development for Educators enables educators from diverse teaching environments to engage with science in multiple learning situations including virtual and in-person contexts. Our sessions and workshops offer engagement with synchrotron research, weaving together Indigenous and mainstream sciences.

Students on the Beamlines enables high school, CGEP, and post-secondary participants to conduct their own research projects using synchrotron techniques supported by mentors (CLS staff, scientists, Traditional Knowledge Keepers, and other experts).

The Buffalo Project is an opportunity for youth in Indigenous communities, supported by their Elders & Traditional Knowledge Keepers, to create a synchrotron research project. The results of the project build meaningful knowledge for their home community.





