

## **ASSOCIATION FOR SCIENCE EDUCATION**

### **REQUIREMENTS FOR CHARTERED SCIENCE TEACHER STATUS**

Key to the success of the Chartered Science Teacher (CSciTeach) designation is the establishment of the necessary criteria against which applications will be assessed and, subsequently, awarded to successful candidates. In determining the criteria it is important that they provide an appropriate balance of high, yet attainable, standards and aspirational goals which support and encourage the continuous development of professional expertise and competence through the enhancement of the knowledge, understanding and skills that underpin high quality practice.

#### **Chartered Science Teachers**

Chartered Science Teachers are professional teachers and educators who are practicing and / or advancing science teaching and learning at the full professional level and are individuals for whom knowledge of science education and science are essential elements at that level in their role.

#### **Requirements for CSciTeach**

For the purposes of the CSciTeach arrangements qualifying candidates should:

- be members of The Association for Science Education; meet the qualifying educational standard of an M-level qualification or equivalent in pedagogy / education together with an honours level qualification in which there is a minimum of 50% of course content in science Those with a degree either without honours, or with less than 50% course content in science, are required to typically have at least six years relevant and demonstrable experience. If you do not meet the above criteria, you will normally need ten years relevant and demonstrable experience.
- have a minimum of four years experience of teaching science following QTS (or equivalent) of which two should involve an appropriate level of responsibility
- have engaged in, and reflected on, appropriate professional development during the qualifying period; For teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need six years relevant and demonstrable experience.
- work with colleagues and others in developing science education beyond their own classroom;
- demonstrate their commitment to continually maintaining and updating their professional expertise and competence;
- work within the professional code of conduct for Chartered Science Teachers;
- be able to provide evidence of their professional expertise and competence in relation to Professional Knowledge and Understanding, Professional Practice and Professional Attribute.

Science teaching is a complex process that involves a wide range of activities and processes which can vary in differing contexts and circumstances as well as stages in a career. The Registration Board is looking for evidence that those applying have engaged with reflection/scholarship/research that translates into an impact on teaching and learning. Chartered Science Teachers will be expected to provide evidence of their professional expertise and competence across the following areas:

*(NB. The exemplars in italics are indicative and more have been provided in Information for Applications (CST4)*

**FORM CST3 Application for Chartered Science Teacher (CSciTeach) Revised March 2009**

**THE ASSOCIATION FOR SCIENCE EDUCATION**  
 College Lane, Hatfield, Herts, AL10 9AA  
**Tel: 01707 283000 Fax: 01707 266532 Email: [CSciTeach@ase.org.uk](mailto:CSciTeach@ase.org.uk) Web: [www.ase.org.uk/csciteach](http://www.ase.org.uk/csciteach)**

Before completing this application form, applicants should read the **Information for Applicants (CST4)**, and the **General Requirements (CST2)**. Supporters should read the **Supporter Information (CST5)**. The criteria for the award of CSciTeach are described in terms of G1-G8, with brief notes appearing in italic in the right hand column. Further explanation is given in CST4, so for example, where an applicant does not have, say QTS, an equivalence is described in terms of R1-6.

Further advice and guidance will be published on the ASE website from time to time at: [www.ase.org.uk/csciteach](http://www.ase.org.uk/csciteach)

The cost to 20<sup>th</sup> March 2009 is £30 thereafter £50, with a £20 annual fee. See website for latest charges. You can also contact the Registrar on 01707 283000 or by email: [CSciTeach@ase.org.uk](mailto:CSciTeach@ase.org.uk)

<b>Title</b>	<i>As you wish it to appear on the certificate.</i>
<b>Forename</b>	<i>As you wish it to appear on the certificate.</i>
<b>Surname</b>	<i>As you wish it to appear on the certificate. Please note if your degree certificates were issued under a different name, please include this here as well.</i>
<b>Home address</b>	<i>Your certificate will be posted to this address.</i>
<b>Date of Birth</b>	<i>DD/MM/YYYY</i>
<b>Contact phone number</b>	<i>The most appropriate number to contact you during the working day.</i>
<b>Primary Email address</b>	<i>The primary means of contact between you and ASE.</i>
<b>(G1) Please quote your ASE membership number.</b>	<i>You must be a member of the ASE to be considered for the award of CSciTeach. Please state whether you are currently registered with the General Teaching Council or the equivalent in Scotland and quote your teaching reference number where appropriate.</i>
<b>(G2) Please give details of your qualifications.</b>	<p><i>To be considered for the award, you need to meet the qualifying educational standard of an M-level qualification or equivalent in pedagogy / education together with an honours level qualification in which there is a minimum of 50% of course content in science.</i></p> <p><i>Please give details of your degree (s) including title, class, date and institution. Photocopies of degree certificates should be included with the completed form. If you are sending this form in by email, please attach copies as image files (jpg or pdf files).</i></p> <p><b>Equivalence: (R2)</b> <i>Those with a degree either without honours, or with less than 50% course content in science, are required to typically have at least six years relevant and demonstrable experience.</i></p>

	<p><b>Equivalence: (R1)</b> If you do not meet the above criteria, you will normally need ten years relevant and demonstrable experience. Please give details here.</p>
<p><b>(G3) Please give the date you were awarded QTS and brief details of your current role in your institution or school.</b></p>	<p>To be awarded CSciTeach you need to have a minimum of four years experience of teaching science following QTS (or equivalent) of which two should involve an appropriate level of responsibility. Please give the date you achieved QTS where appropriate and provide an outline of your recent teaching experience, school (s) and your position of responsibility. Please include your GTC/DCSF Number.</p> <p><b>Equivalence: (R3 and R4)</b> For teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need six years relevant and demonstrable experience.</p>
<p><b>(G4) Please list membership of professional bodies, key courses and other professional activities.</b></p>	<p>To be awarded CSciTeach you need to have engaged in, and reflected on, appropriate professional development during the qualifying period.</p> <p>Please provide brief details here.</p>
<p><b>(G5) Please provide examples of working with colleagues and others in developing science beyond.</b></p>	<p>To be awarded CSciTeach you need to work with colleagues and others in developing science education beyond your own classroom.</p> <p>Please provide brief details here.</p>
<p><b>(G6) Please provide examples of how you have maintained your and updated your professional expertise and competence.</b></p>	<p>To be awarded CSciTeach you need to demonstrate your commitment to continually maintaining and updating your professional expertise and competence.</p> <p>Please provide brief details here.</p>
<p><b>Signature of Applicant (G7) and date. You must work within the professional code of conduct for Chartered Science Teachers</b></p>	<p>You are also signing to confirm that the details you have given are to the best of your knowledge correct and that you agree to abide by the <b>Code of Practice and Conduct (CST8)</b> issued by the ASE with respect to CSciTeach and you accept that any breaches of the Code of Practice will be dealt with under the Disciplinary Procedures (CST9). If you are ending this in electronically, the mail address must be that recorded on our membership system.</p> <p>Please note if awarded CSciTeach your registration details will be published on the Science Council Chartered Scientist website at <a href="http://www.charteredscientist.org/">http://www.charteredscientist.org/</a> and you agree to this.</p>
<p><b>(G8) Professional Review.</b></p> <p><b>The Registration Board is looking for evidence that those applying have engaged with reflection/scholarship/research that translates into an impact on teaching and learning.</b></p>	<p style="text-align: center;"><b>Professional Review</b></p> <p>As part of the application process, we ask every applicant to complete a Professional Review. This report summarizes and links your experiences to the competences for CSciTeach. The Professional Review also highlights how you have gained experience which includes some level of responsibility and provides us with an accurate snapshot of your career at the time of application. We do need to check the information, but rather than ask you for lots of counter-signatures we just ask you to get your primary supporter to verify the information you have given us. Don't forget that two years of your experience has to include some level of responsibility. We ask you to look at the CSciTeach General Requirements (CST2) for the award of CSciTeach and write under each of the three sections in Part B how you have met those criteria and the impact you have made. In general, please write no more than 300 words in each of the three sections, on how you have met the criteria.</p> <p><b>PART A</b></p>

**(G8) Professional Review**

**The Registration Board is looking for evidence that those applying have engaged with reflection/scholarship/research that translates into an impact on teaching and learning - a list of achievements will not suffice.**

**PART B**

*Chartered Science Teachers will be expected to provide evidence of their professional expertise and competence across the following areas:*

- *Professional Knowledge and Understanding which provides the underpinning base for practice*
- *Professional Practice which relates specifically to the development of effective teaching and learning strategies*
- *Professional Attributes which are the overarching principles that characterise the professional autonomy and relate to self-evaluation, collegial activity, personal responsibility and leadership*

**Bullet points are acceptable but please be explicit so the Registration Board do not have to surmise your professional expertise and competence**

**1. Professional knowledge and understanding** which provides the underpinning base for practice and includes:

- a) a broad and up to date knowledge and understanding of science and science curricula related to the nature of their teaching;*
- b) a broad and up to date knowledge and understanding of teaching, learning and assessment specifically related to science education;*
- c) a knowledge of students and understanding of influences on them including developmental, cultural, gender and other contextual factors that might impact on their learning in science.*

**2. Professional practice** which relates specifically to the development of effective teaching and learning strategies, including those which contribute to enhancing the quality of the educational experience of students and to the wider professional context of science education. This includes:

- a) planning coherent programmes of teaching and learning in science that are intellectually challenging, emotionally supportive and physically safe;*
- b) engaging students in generating, constructing and testing scientific knowledge by collecting, analysing and evaluating appropriate evidence while at the same time looking for and implementing ways of extending students' understanding of major ideas of science;*
- c) developing students' confidence and ability to use scientific knowledge and processes to understand the world around*

<p><b>(G8) Professional Review</b></p>	<p><i>them and make informed decisions through using a wide variety of strategies, coherent with learning goals, to monitor and assess students' learning and provide effective feedback.</i></p> <p><b>3. Professional attributes</b> which are the overarching principles that characterise professional autonomy and relate to self-evaluation, collegial activity, personal responsibility and leadership. Specifically these include:</p> <p><i>a) analysing, evaluating and refining teaching to improve student learning;</i>  <i>b) working collegially with colleagues and the wider professional communities to improve the quality and effectiveness of science education;</i>  <i>c) contributing to, and taking responsibility for, leadership, management and development of science teaching.</i></p>
<p><b>Principal supporter</b></p>	<p><i>The applicant for the award of CSciTeach must be supported by a principal supporter. The principal supporter will have known the applicant professionally for at least three years and not be closely related. Please give the name and contact details of your principal supporter here.</i></p> <p><i>We will then write to the principal supporter, with a copy of your application, asking them to sign the form.</i></p> <p><i>The principal supporter is confirming:</i></p> <p><i>a) that they support the applicant for the award of CSciTeach and</i>  <i>b) that they have had sight of the original certificates highlighted in G2.</i></p> <p><b>Equivalence: (R5)</b> <i>The requirement for chartered status is waived when the principal supporter is the applicant's headteacher.</i></p>
<p><b>Please provide details of two additional supporter for your application for CSciTeach</b></p>	<p><i>Please provide 2 names and contact details (schools/college/institution) of those who will act as additional supporters.</i></p> <p><i>We will write to the additional supporter simply to confirm that they support the application, so please provide relevant contact details.</i></p> <p><b>Equivalence: (R6)</b> <i>If additional supporters are not chartered, then a Science Advisor or someone of equivalent standing, can act as an additional supporter.</i></p>

### **Why the Association for Science Education (ASE)?**

The Association for Science Education (ASE) received its Royal Charter in October 2004 and in October 2005 became a licensed body of the Science Council, which allows the Association, from that date, to award Chartered Science Teacher designation to appropriately qualified members of the profession, within a specialist section of the Chartered Scientist register.

The ASE is the professional association for all teachers of science and can trace its origins back to 1900. The Science Council is the co-ordinating body for the learned and professional societies in the scientific and mathematical field. The ASE has established a Registration Board comprising members of ASE Council together with nominations from the Science Council, to oversee the awarding of Chartered Science Teacher status. Further information can be found at:

[www.ase.org.uk](http://www.ase.org.uk)

The Association for Science Education aims to promote excellence in science teaching and learning by:

- Encouraging participation in science education and increasing both new membership and the retention of existing members.
- Enhancing professionalism for teachers, technicians and others through provision of high quality continuing professional development and promotion of chartered status.
- Working in partnership with other organizations, this maintaining and strengthening its position in influencing policy and its reputation for delivering cutting edge initiatives for its members and, through them, to the wider science community.

### **What is the Science Council?**

The Science Council is a leading independent body with a membership of over 28 professional institutions and learned societies, supported by their member networks of more than 300,000 scientists across the breadth of science and mathematics. The main purpose of the Science Council is to promote the advancement and dissemination of knowledge of and education in science, pure and applied.

The objectives of The Science Council are:

- To encourage the contribution of scientists and technologists to society, a sustainable environment and the economy, and to promote their status and maintain their professional standards.
- To seek improvement of education and training in science and technology at all levels, by contributing to the promotion and recognition of qualifications, accreditation, occupational standards and continuing professional development, and by contributing to the development of curricula.
- To press for the allocation of appropriate resources for academic, government and industrial research.
- To increase public awareness of the role and contribution of science and technology and to participate in the debates on relevant issues.
- To ensure that the professional interests of scientists and technologists are taken into account in any relevant legislation.

The Science Council received its Royal Charter on 14 October 2003, Licensed Bodies on behalf of the Science Council can now award the prestigious designation of Chartered Scientist (CSci) to individual scientists who meet the high standards for the qualification. Further details can be found at: [www.sciencecouncil.org](http://www.sciencecouncil.org)

**What is CSciTeach?**

CSciTeach, or Chartered Science Teacher, is a chartered designation in line with other awards, such as Chartered Scientist, Chartered Engineer, Chartered Accountant or Chartered Surveyor, that recognises the professional standing of an individual working in that field. The awards are made under powers granted by the Privy Council to particular organisations and incorporated in their Royal Charters. As a chartered designation CSciTeach recognises the unique and demanding combination of skills, knowledge, understanding and expertise that are required by individuals involved in practicing and advancing science teaching and learning.

Chartered Science Teachers, therefore, are professionals, teachers and educators, who are practicing and/or advancing science teaching and learning and for whom knowledge and skills in pedagogy, science education and science are essential elements in their role. They will have a critical awareness of current issues which is informed by developments in educational practice, pedagogy and scientific endeavour.

**Who awards CSciTeach?**

ASE awards CSciTeach. Under the terms of its Royal Charter, ASE, as a licensed body of the Science Council, is empowered to award CSciTeach to individuals who meet the requirements and to maintain a register of holders of the designation. This register in turn is a special section of the register of Chartered Scientists (CSci) which underpins the quality and equivalence of the awards. In other words it means that CSciTeach will be widely accepted alongside other chartered qualifications.

**What are the benefits of CSciTeach?**

As CSciTeach is in its infancy the benefits relate mainly to raising the overall profile of science teaching and learning and, for individuals, to providing recognition of their expertise and commitment. In time, as with other chartered designations, it is hoped that CSciTeach will provide access to more tangible benefits and rewards.

Currently CSciTeach aims to:

- promote high quality science teaching and learning;
- recognise high and improving professional expertise;
- reflect best effective practice in science education;
- provide evidence of a commitment to continuing professional development.

**What about Chartered London Teacher (CLT) or Chartered Teacher in Scotland (CTS)?**

Neither of these designations prevents an individual from becoming a Chartered Science Teacher. Indeed there are elements that can be counted towards gaining CSciTeach. While these both have some significance neither was introduced under powers derived from a Royal Charter. Discussions are going on to provide further clarity about the relationship between the different designations, but it is clear that both CLT and CTS are geographically limited. There is no geographical restriction to the award of CSciTeach, which is available to all science teachers who meet the requirements, regardless of where they teach.

**What are the requirements for CSciTeach?**

To be awarded CSciTeach individuals must be members of ASE and be active in science education in a capacity that involves them in science teaching and learning in the UK or elsewhere. This includes teachers in schools, colleges and universities, those working in other

settings (e.g. science centres or museums) as well as advisers, inspectors and consultants. Other individuals may be eligible and should consider applying if they feel they can meet the requirements. Pre-application advice is available.

By providing evidence through a combination of recognised qualifications, acknowledged achievements and other supporting material, each candidate qualifying for CSciTeach should:

- meet the qualifying educational standard of an M-level qualification or equivalent in pedagogy / education together with an honours level qualification in which there is a minimum of 50% of course content in science. Those with a degree either without honours, or with less than 50% course content in science, are required to typically have at least six years relevant and demonstrable experience. If you do not meet the above criteria, you will normally need ten years relevant and demonstrable experience.
- have a minimum of four years experience of teaching science of which two should involve an appropriate level of responsibility (for most candidates this will be after achieving qualified teacher status) For teachers in the independent sector or those working in other settings, who do not have QTS, you will normally need six years relevant and demonstrable experience.
- have engaged in, and reflected on, appropriate professional development during the qualifying period;
- work with colleagues and others in developing science education beyond the classroom or laboratory;
- be able to demonstrate their commitment to continually maintaining and updating their professional expertise and competence;
- work within the professional code of conduct for Chartered Science Teachers;
- be able to provide evidence of their professional expertise and competence in relation to, Professional Knowledge and Understanding, Professional Practice, Professional Attributes.

### **How is knowledge and competence assessed?**

The ASE as the Licensed Bodies can confer the designation CSciTeach on individual members who meet the criteria. The assessment is measured against standards using procedures that have been rigorously assessed by the Science Council as being suitable for CSciTeach. The criteria are set out in **CSciTeach General Requirements (CST2)**.

The process of assessment starts with a written application. This is **CSciTeach Application Form (CST3)**. Claims to qualifications, experience and training will require formal documented evidence. In giving details of experience, applicants will need to show how this relates to the required competencies for CSciTeach.

Following a review of the documented evidence, the Registration Board may decide that either further evidence is required or in rare cases, a professional interview is required. Where deficiencies in the application emerge, the Board will usually be able to suggest ways in which they can be addressed (this may involve further training or additional experience or simply attaching an appendix to the original application). If a candidate receives a positive decision on their application for CSciTeach they will become registered as a Chartered Science Teacher and their details will be included on a specialist section of the Register of Chartered Scientists.

Applicants have the right to seek leave to appeal, if their application is unsuccessful. Document **CSciTeach Appeals Procedure: registration (CST7)** provides further details.

This process is described in a flowchart which is included on the last page of this leaflet.

Retention of the designation will require continued membership of ASE, payment of the required fee and successful re-validation every five years.

### **How do I demonstrate I have these skills?**

As part of the application process, we ask every applicant to fill in the Professional Review part of the application form. (see below). This report summarizes and links your experiences to the competences for CSciTeach. The Registration Board is looking for evidence that those applying have engaged with reflection/scholarship/research that translates into an impact on teaching and learning - a list of achievements will not suffice. It also highlights how you have gained experience which includes some level of responsibility and provides us with an accurate snapshot of your career at the time of application. We do need to check the information, but rather than ask you for lots of counter-signatures we just ask you to ask your primary supporter to verify the information you have given us. Don't forget that two years of your experience has to include some level of responsibility.

### **What is a Professional Review?**

This is section G8 of the application form. We ask you to look at the **CSciTeach General Requirements (CST2)** for the award of CSciTeach and write under each of the three sections how you have met those criteria and the impact you have made. In general, please write no more than 300 words in each box on how you have met the criteria. Bullet points are acceptable but please be explicit so the Registration Board do not have to surmise your professional expertise and competence

The award of CSciTeach is an award that requires demonstration of qualities which implies significant progress from the time of the award of QTS (or equivalent) and might include:

- CPD aimed at developing a specialism and/or broad knowledge in a science or education related area.
- Gaining greater skills in dealing with colleagues/students.
- Demonstrating leadership qualities and possibly taking on the role and responsibilities of a team leader.
- Responding to the needs of colleagues and students.
- Encouraging flexibility from others.
- Being proactive in encouraging others to seek out, record and share new knowledge.
- Managing and applying safe systems of work and carry out risk assessments.
- Offering professional advice in complex situations, maintaining professional integrity.
- Working to use delegation without abdicating responsibility.
- Promoting team spirit and keeping others focused on tasks ahead.
- Contributing to the development of primary, GCSE, A-level and higher/FE courses.
- Collaborating with industry and the wider science community.
- Making presentations to peers at conferences, training days or other events.
- Publishing in peer-reviewed and professional journals.

### **What further advice can you provide about a Professional Review?**

Chartered Science Teachers will be expected to provide evidence of their professional expertise and competence across the following areas:

- ***Professional Knowledge and Understanding*** which provides the underpinning base for practice

- **Professional Practice** which relates specifically to the development of effective teaching and learning strategies
- **Professional Attributes** which are the overarching principles that characterise the professional autonomy and relate to self-evaluation, collegial activity, personal responsibility and leadership

The three areas are explored in more detail below, together with some exemplars in italics which are suggestions only

- 1) **Professional Knowledge and Understanding** which provides the underpinning base for practice and include:

- a) a broad and up to date knowledge and understanding of science and science curricula related to the nature of their teaching;**

*Typically this may include:*

- i) using information from current debates in science to extend the learning experience of students;*
- ii) implementing new/novel methodologies related to science teaching*
- iii) using research to write and deliver continuing professional development courses*

- b) a broad and up to date knowledge and understanding of teaching, learning and assessment specifically related to science education;**

*Typically this may include:*

- i) implementing different approaches to teaching and investigating ways to support them through a range of appropriate teaching styles;*
- ii) incorporating different assessment methods into courses or classes*
- iii) using the latest research in cognitive science to improve learning at INSET days*

- c) a knowledge of students and understanding of influences on them including developmental, cultural, gender and other contextual factors that might impact on their learning in science;**

*Typically this may include:*

- i) using knowledge of students' perceptions of science to adapt/change teaching practice to challenge their conceptual understanding and support their science learning;*
- ii) establishing cross curricular links to other subjects such as Religious Studies, citizenship, etc within local, regional or national networks*
- iii) providing enrichment, Gifted and Talented or special educational needs support groups in a local area*

- 2) **Professional Practice** which relates specifically to the development of effective teaching and learning strategies, including those which contribute to enhancing the quality of the educational experience of students and to the wider professional context of science education. This includes:

- a) planning coherent programmes of teaching and learning in science that are intellectually challenging, emotionally supportive and physically safe;**

*Typically this may include the ability and commitment to:*

- i) develop, monitor and evaluate schemes of work appropriate to the students that are being taught;*
- ii) maintain a knowledge of health and safety requirements and enable students to develop the ability to assess risks involved in experimental work;*
- iii) introduce materials, exhibits, and scenarios which challenge students' understanding of scientific concepts.*

**b) engaging students in generating, constructing and testing scientific knowledge by collecting, analysing and evaluating appropriate evidence while at the same time looking for and implementing ways of extending students' understanding of major ideas of science;**

*Typically this may include the ability and commitment to:*

- i) enable students to apply ideas to new situations and to suggest alternative interpretations of the evidence available;*
- ii) demonstrate ways in which scientific principals underpin new technologies related to student experience;*
- iii) write new syllabus for exam boards that incorporate 21<sup>st</sup> century science*

**c) developing students' confidence and ability to use scientific knowledge and processes to understand the world around them and make informed decision through using a wide variety of strategies, coherent with learning goals, to monitor and assess students' learning and provide effective feedback.**

*Typically this may include the ability and commitment to:*

- i) engage students and colleagues in debates about scientific ideas and their implications to everyday life ;*
- ii) develop and refine strategies to improve their use of formative assessment to enhance student learning;*
- iii) place all science teaching and learning in a contemporary context through the development and use of up-to-date resources*

**3) Professional Attributes** which are the overarching principles that characterise the professional autonomy and relate to self-evaluation, collegial activity, personal responsibility and leadership. Specifically these include:

**a) analysing, evaluating and refining teaching to improve student learning;**

*Typically this may include the ability and commitment to:*

- i) gather and interpret assessment evidence to identify ways of improving their own teaching and the learning of their students;*
- ii) analysing teaching styles to reflect learning styles of students*
- iii) using other data on schools e.g. PANDA reports, SATs data, etc. to inform teaching and learning*

**b) working collegially with colleagues and the wider professional communities to improve the quality and effectiveness of science education:**

*Typically this may include the ability and commitment to:*

- i) act as a mentor to newly qualified colleagues in order to support their induction and subsequent professional development;*
- ii) conduct lesson observations with colleagues and provide constructive feedback*
- iii) present workshops/seminars/plenaries at regional and national science education conferences*

**c) contributing to, and taking responsibility for, leadership, management and development of science teaching;**

*Typically this may include the ability and commitment to:*

- i) lead colleagues in the development of new initiatives to improve the use of e.g. ICT to support the learning of their students;*
- ii) take responsibility for organising local/regional/national conferences for colleagues at work and in other organisations*
- iii) Write new schemes of work, exam board syllabus, course content*

**How do I present this evidence?**

- There is no set way of presenting evidence for CSciTeach although the emphasis is on quality not quantity. The application form requires candidates to provide a written summary on each of the three elements and be able to substantiate these with appropriate material. It is expected that candidates will include as part of, or as an appendix to their application a portfolio of evidence which might contain:
- A CPD diary that details the development opportunities undertaken and a reflection on and how the development outcomes have impacted on their practice;
  - Examples of scholarship through completion of specific qualifications at an appropriate level, undertaking and reporting of research projects or the production of publications and resources;
  - Leadership and development of others through activities such as mentoring, presenting CPD, curriculum development activity, or contributions to wider professional activities;
  - Examples of analysis of particular aspects of practice which may include self-evaluations or peer observation and discussion.

It is important that the evidence and summaries demonstrate the ability to reflect on experiences and the ways in which they have influenced subsequent thinking and practice.

**How long will my application take to be processed?**

The Registrar will acknowledge receipt of your completed application form and will give a time by which a decision should be known. The Registration Board will normally consider applications 4 times a year and you would be notified of their decision within ten working days of their meeting.

Typically you will receive a decision within 3 months, but this may take longer if a professional interview is required or there is a delay in verification of the evidence supporting your application.

**How long will my application take to write?**

This will vary considerably, but with all the relevant documentation to hand, we estimate it will take approximately three hours (or more) to complete an application for chartered status if it is done in one sitting.

### **How do I demonstrate professional expertise and competence at the appropriate level?**

In establishing the benchmark for the award of CSciTeach there are two interrelated elements in which professional expertise and competence must be demonstrated: one being in education and pedagogy and the second in science knowledge and understanding. The balance of these two elements will be different for each applicant and will take into account the context in which the individual is working.

### **What qualifications do I need?**

You will need to meet the qualifying educational standard of an M-level qualification or equivalent in pedagogy / education together with an honours level qualification in which there is a minimum of 50% of course content in science. Those with a degree either without honours, or with less than 50% course content in science, are required to typically have at least six years relevant and demonstrable experience.

### **How many years work experience do I need?**

This is set at 4 years minimum after the award of Qualified Teacher Status (or equivalent). Two years immediately prior to the application should include some level of responsibility as set out in **CSciTeach General Requirements (CST2)**. If you do not meet the above criteria, you will normally need ten years relevant and demonstrable experience.

### **How do I gain the necessary experience?**

For the CSciTeach designation, you will need to have experience at an appropriate level. For example at primary level this might mean taking on a role of science co-coordinator, while at secondary level this might mean responsibility for part of the curriculum or perhaps be an Advanced Skills Teacher. There are many routes to gaining the required level of experience commensurate with CSciTeach.

### **Who should I nominate as my supporter?**

Applications for the award of Chartered Science Teacher designation must be supported by a primary supporter. In addition, the applicant will also nominate two additional supporters, who may be contacted by us to further confirm the standing of the applicant.

The supporter should have known the applicant professionally for at least three years, be familiar with their current role and practice but should not be closely related to the applicant. .

One supporter could be the applicant's head teacher for example, in which case the requirement for chartered designation is waived. Supporters should ideally themselves be a Chartered Scientist or Chartered Science Teacher. In cases of genuine difficulty chartered members of other similar professional institutions may be acceptable and approved by the Registration Board.

### **What is professional development?**

Professional development is a key part of developing the competence required to achieve the standard for Chartered Science Teacher. Aspiring Chartered Science Teachers learn to apply their knowledge and understanding and apply professional judgement through professional

development with ASE, Science Learning Centres and others run well-established training and development schemes. However, accredited professional development schemes are not the only route to achieving the professional development necessary for CSciTeach. In the absence of an accredited scheme, aspiring Chartered Science Teachers will need to develop profiles of competence and professional activity in accordance with the competence and commitment statements mentioned earlier.

Anyone seeking registration as a Chartered Science Teacher should maintain a detailed record of their development, responsibilities and experience, verified by referees, in order to be best prepared to provide the evidence of professional competence commensurate for CSciTeach.

All candidates need to have at least four years post graduation-level experience in the practice, application or teaching of science, of which two should be at an appropriate level of responsibility and, for a minimum of two years immediately prior to the application, have carried out appropriate Professional Development. If you do not meet the above criteria, you will normally need ten years relevant and demonstrable experience.

### **Why revalidation every 5 years?**

Once CSciTeach registration has been achieved, Chartered Science Teachers have an obligation to maintain professional competence and are required to revalidate their registration every five years. A minimum Science Council requirement of a one page report detailing activities undergone to uphold the standard required for CSciTeach.

Chartered Science Teacher will be required to submit the required evidence to ASE every five years and will be informed directly regarding the outcome of their application for re-validation.

### **What is the code of conduct and practice?**

As a CSciTeach you will be required to sign a form in which you agree to be bound by both the code of conduct and practice and by the disciplinary procedures that go with it. These are set out in documents **CSciTeach Code of Conduct and Practice (CST8)** and **CSciTeach Disciplinary Procedures (CST9)**.

This code of professional conduct and practice sets out principle values, behavior and practice that exemplify the highest standards expected of Chartered Science Teachers.

This is reproduced below:

#### **Code of Conduct & Practice**

##### **Professional Values**

Chartered Science Teachers will:

- conduct their professional activities ethically and with integrity;
- show respect for others and oppose prejudice to safeguard equality of opportunity regardless of gender, marital status, religion, colour, race, ethnicity, class, sexual orientation, disability and age;
- act fairly and honestly in all situations and never engage in corrupt practices;
- be sensitive to the values, interests and opinions of other individuals, groups and the wider community;

##### **Professional Behaviour**

Chartered Science Teachers will:

- when called upon to do so, make professional judgements and offer opinions that are based on evidence with due regard for objectivity, reliability and the limitations of their personal expertise;
- undertake and demonstrate their engagement with appropriate continuing professional development (CPD) in order to maintain and, where possible, look to enhance their professional expertise;
- work with and support their colleagues and others in order to provide the best possible outcomes of any activities in question.

- treat all information with the appropriate level of confidentiality and act accordingly in relation to disclosure to others;
- endeavour to promote the interests of and maintain the dignity and welfare of science teaching profession.

### **Professional Practice**

Charter Science Teachers will:

- use their professional skills, knowledge, understanding and judgement to the best of their ability at all times and endeavour to provide a model of good practice;
- undertake appropriate risk assessments and endeavour to ensure that all the necessary precautions are put in place so their professional activities do not adversely affect the health and safety of others or themselves, contravene and statutory regulations or result in damage to the environment;
- when working with students, in particular, endeavour to set appropriate expectations in relation to achievements and behaviour and not misuse or misrepresent their position as someone in authority.

### **Professional Responsibilities**

The work of a Chartered Science Teacher is undertaken in the context of the wider community and society which brings with it responsibilities that may extend beyond the day to day employment.

### **Legal requirements**

Chartered Science Teachers should:

- be aware of the general principles of law relating to their work including health and safety, personal negligence, discrimination and humans rights, child protection and data protection;
- maintain a broad and up to date understanding of regulations and requirements in their field of expertise;
- take responsible action in the event that they become aware of breaches of the law, regulations or requirements.

### **Communication with, and through, all forms of media**

Chartered Science Teachers should:

- act in a professional manner when dealing with the media in all its forms only commenting on matters which fall within their area of expertise and taking care to distinguish clearly between statements of fact and expressions of opinion;
- prepare teaching sessions and presentations thoroughly giving specific attention to written, digital and electronic publications and resources which should accurately and fully acknowledge all sources appropriately;
- adhere to the intellectual property laws of copyright.

### **Professional community**

Chartered Science Teachers should:

- promote their profession taking a thoughtful and positive attitude to their professional duties and those of their colleagues;
- support colleagues formally and informally in helping them to maintain their professional standing and expertise;
- engage with members of other professions, especially those related to science and engineering;
- not act in a manner which brings into disrepute, The Science Council, The Association for Science Education or other related professional organisation.

### **Other Professional activities**

Chartered Science Teachers are required to undertake a wide range of activities in their professional capacity either as individuals or as representatives of an organisation or institution. In addition to those areas indicated above other activities might include, acting as an expert witness, presenting evidence to a committee of enquiry or tribunal and providing advice. In all situations Chartered Science Teachers, taking appropriate advice where necessary, should act in a manner which is in keeping with the high standards of the profession.

### **When might I expect to apply for CSciTeach?**

You can apply for CSciTeach at any time of the year when you feel that you have met the minimum requirements as laid out in **CSciTeach General Requirements (CST2)**. The Registration Board will normally consider applications 4 times a year.

**How much will it cost?**

The current fee will be published on the ASE website and may change from time to time. At the time of writing (October 2008) this is set as an application fee of £50 and subsequently £20 per year.

**What advice is available?**

Further advice is available at: [www.ase.org.uk](http://www.ase.org.uk). You can also contact the registrar by email at: [CSciTeach@ase.org.uk](mailto:CSciTeach@ase.org.uk). If further help and guidance is required individuals can be identified who will contact you to discuss any issues with you in more detail.

**Where can I get an application pack from?**

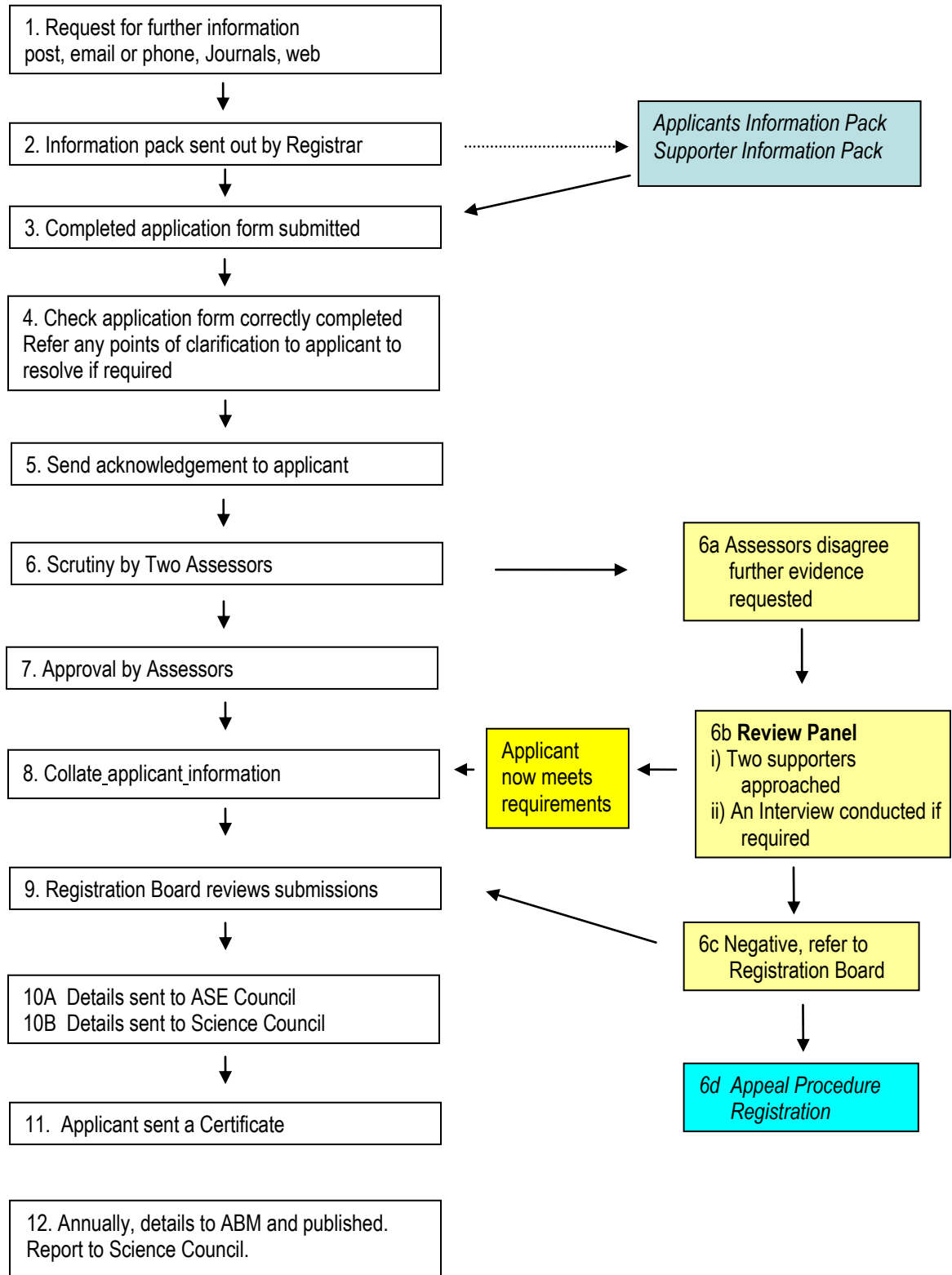
The application pack is available on the ASE website at [www.ase.org.uk](http://www.ase.org.uk) or can be obtained in hard copy from contacting [CSciTeach@ase.org.uk](mailto:CSciTeach@ase.org.uk).

**Contact Details**

If you have any questions relating to your application, please contact the Registrar at ASE on Tel 01707 283000, Fax 01707 266532 or Email: [CSciTeach@ase.org.uk](mailto:CSciTeach@ase.org.uk)

**CSciTeach Registrar  
The Association for Science Education  
College Lane  
Hatfield  
Herts AL10 9AA**

**Flowchart for the award of CSciTeach designation**



## THE ASSOCIATION FOR SCIENCE EDUCATION

### CSciTeach SUPPORTER INFORMATION

The designation Chartered Science Teacher (CSciTeach) acknowledges the unique and demanding combination of knowledge, skills and expertise required by professionals in this field and recognizes the high professional standards that are in line with those maintained by other science professionals.

This **CSciTeach Supporter information** sheet (**CST5**) will help you complete a supporter's statement which is an important element in applications for the Chartered Science Teacher designation.

There are a number of forms concerned with Chartered Science Teacher, each with the designation CST. All of these forms are also available from the ASE website at: [www.ase.org.uk](http://www.ase.org.uk). Those in bold are particularly relevant to you.

These are:

- CST1 CSciTeach Procedures
- **CST2 CSciTeach General Requirements**
- **CST3 CSciTeach Application Form**
- **CST4 CSciTeach Information for Applicants**
- **CST5 CSciTeach Supporter information**
- CST6 CSciTeach Notes for Assessors
- CST7 CSciTeach Appeals Procedure: registration
- CST8 CSciTeach Code of Conduct and Practice
- CST9 CSciTeach Disciplinary Procedures
- CST10 CSciTeach Appeals Procedure: disciplinary

The application for the award of Chartered Science Teacher designation must be supported by up to three individuals, called supporters. The principal supporter completes the supporter statement on the **CSciTeach Application Form (CST3)**. Two additional supporters are nominated by the applicant. At this stage, the Registrar will choose one of the two supporters to further confirm the standing of the applicant. The assessors may then request further details, and at this stage, the third supporter could be approached to provide a statement.

The **CSciTeach General Requirements (CST2)** for the award of CSciTeach and **CSciTeach Information for Applicants (CST4)** provides further details of the standards required, which are further exemplified by the detail required in the **CSciTeach Application Form (CST3)**.

You should have known the applicant professionally for at least three years and he/she should not be closely related to you and you are familiar with their current role and practice.

Supporters must have personal knowledge of the candidate's professional practice. In the case of teachers, one supporter should be the Head teacher or equivalent who need not be a CSci or CSi Teach. The other sponsor should normally be a CSci or CSciTeach. Where necessary candidates will be helped in identifying such a supporter and in exceptional cases a supporter will be approved by the Registration Board.

A supporter of an applicant is a serious undertaking. If you feel that the applicant is not yet ready we hope you will assist him/her in gaining the necessary understanding or experience. The

procedure depends, among other things, upon a reliable evaluation of the applicant's professional standing and reputation.

Please assist by supplying the information requested below, based upon your own personal, first-hand knowledge of the applicant. Please note the first supporter should complete the appropriate section included in the application form. Other supporters are asked to complete the attached form and return it to the address below.

If you wish to write separately, please do so.

**Further advice**

See [www.ase.org.uk](http://www.ase.org.uk)

**Contact Details**

If you have any questions relating to your supporters' statement, please contact the Registrar at ASE on Tel 01707 283000, Fax 01707 266532 or Email [CSciTeach@ase.org.uk](mailto:CSciTeach@ase.org.uk)

**CSciTeach Registrar  
The Association for Science Education  
College Lane  
Hatfield  
Herts AL10 9AA**

**DECLARATION BY PRIMARY SUPPORTER** reproduced from **CSciTeach Application Form (CST3)**

Applicant Name:

Title			
First Name		Surname	
Job Title			
School/Institution or Organisation			

1. How long have you known the applicant? \_\_\_\_\_

2. What is/was your relationship to the applicant? (please tick)

**Other (please state)**

.....

- Teacher
- Supervisor
- Colleague
- Employer
- Customer
- Contractor

3. (a). I have read the application and confirm to the best of my knowledge the above account of experience is correct.      Yes          No   

3. (b) In your opinion, does the applicant meet the basic criteria for validation?      Yes          No   

4. Do you have knowledge of the professional and ethical standing of the applicant in his/her professional community?      Yes          No   

5. What is this standing?

6. Do you consider that the applicant has an awareness of professional matters commensurate with their length of experience? Please comment.

7. Are you aware of any behaviour of the applicant which you consider incompatible with the Code of Practice and Conduct for Chartered Science Teachers?

8. Please add any further comments that you feel are relevant to the application.

9. I can confirm that the original certificates listed in Section C1 have been seen by me.

Yes  No

If no, then the candidate must supply notarized copies with the completed application form.

**9. I support this application for Chartered Science Teacher status.**

Yes  No

I certify that: *(please tick relevant box)*

I am a Chartered Scientist

I am a chartered member of the following professional body

**Other** \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_