**THE ASSOCIATION FOR SCIENCE EDUCATION:** Registered address: 483 Green Lanes, London, N13 4BS

For support email: [registers@ase.org.uk](mailto:registers@ase.org.uk) Website: [www.ase.org.uk](http://www.ase.org.uk/csciteach)

Before completing this application form, applicants are advised to read the supporting documentation available on the ASE website <https://www.ase.org.uk/professional-registration> This details the current application fee and renewal fees.

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| **Title** |  |
| **Forename**  As you wish it to appear on the certificate. |  |
| **Middle names**  For reference only |  |
| **Surname**  As you wish it to appear on the certificate. |  |
| **Home address**  Your certificate will be posted to this address unless you indicate you want an electronic version. |  |
| **Date of Birth** |  |
| **Contact phone number** |  |
| **Primary Email address**  This is only used to contact you about your application |  |
| **Your Job Title** |  |
| **Employer and address** |  |
| **Please quote your ASE membership number.** (G1)You must be a current member to apply |  |
| **Please give details of your qualifications.** (G2) Please include title, grades, date and institution.  Your supporter will be asked if they have seen your certificates | . |
| **Notes on equivalence** | To be considered for the award, you need to meet the qualifying educational standard of an M-level qualification or equivalent in pedagogy or demonstrate equivalence through your experience together with an honours level qualification in which there is a minimum of 50% of course content in science.  While an M-Level degree in education/pedagogy is the exemplifying standard for the pedagogical element of CSciTeach, there are a number of different routes that you can demonstrate the educational equivalence of a Masters degree – for example, a combination of formal qualifications and appropriate demonstrable experience at the required level. Typically the time required to achieve relevant competencies will be longer for those candidates applying without an M-Level qualification in pedagogy.  **Equivalence:** 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.  **Equivalence:** If you do not meet the above criteria, you will normally need ten years relevant and demonstrable experience. Please give details here.  **If you do not have an M-Level in education/pedagogy, then the Board will be looking for evidence that you are at working at M-Level in your Professional Review (G8) as well as looking for impact on teaching and learning.** |
| **Please give the date you were awarded QTS and brief details of your current role in your institution or school. (G3)**  **Please include dates** – this is important if you are demonstrating equivalency as the assessors will be needing to see your career history  (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) | **Qualified Teacher Status (min. 4 years)**  Reference number:  Date:  **Outline of recent teaching experience:**  School/Institution:  Responsibility: |
| **Please list membership of professional bodies and other professional activities.** (G4**)** To be awarded CSciTeach you need to have engaged in, and reflected on, appropriate professional development during the qualifying period.  Please provide brief details here. |  |
| **Please provide examples of working with colleagues and others in developing science beyond.** (G5) To be awarded CSciTeach you need to work with colleagues and others in developing science education beyond your own classroom. |  |
| **Please provide examples of how you have maintained and updated your professional expertise and competence.** (G6)To be awarded CSciTeach you need to demonstrate your commitment to continually maintaining and updating your professional expertise and competence. |  |
| **Have you used AI to help create your application? If yes, please state how you used it**  Please note that failing to disclose the use of AI could lead to your application being rejected | [ ] No I have not used artificial intelligence to create this application  [ ] Yes I have used artificial intelligence to create this application. If you ticked this box, please explain how you used it. |
| **Signature of Applicant**  By signing this you are agreeing to be bound by the code of conduct for registrants. (G7). | ***Signed ………………………………………………………………………………………... Date……………………………………………***  By signing this, you are also signing to confirm that the details you have given are correct to the best of your knowledge.  If you are sending this in electronically, please use the email address that is recorded on our membership system. |

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| **Professional Review. (G8)**  **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.** | Applicants for CSciTeach will need to demonstrate competence across a variety of areas. Guidance on what the assessors will be looking for under each competence is provided below but the examples are just indicative – there may be other valid examples you can choose.  Here are some tips you should bear in mind when compiling your application.   * For each competence statement, you will need to give clear examples of the role that you play or the contribution that you make to a particular task or activity. * To provide your examples with sufficient depth, it might be useful to explain what you did, how you went about it and why you did it. * You may use the same task or activity more than once but you should ensure you are clear on how it applies to the specific competence you are addressing * Most of the examples you provide should be fairly recent (in the last three years) but you can also draw on relevant experience further back in your career.   **If you do not have a Masters degree in education or pedagogy the Professional Review will be your opportunity to show that you have equivalence.**  Normally, much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Applicants will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.  **In general, please write no more than 300 words in each of the sections in Part A and 300 words in part B, on how you have met the criteria.** Bullet points are acceptable but please be explicit so the Registration Board does not have to surmise your professional expertise and competence  You should try to link the evidence in part A to the impact in part B by tracking across where possible which is why the two columns are side by side. Part B s is one of the most important sections on the application form and should draw on evidence from section A. This is a section the Registration Board will pay particular attention to in looking for evidence of impact. | |
| **PART A Evidence of professional expertise and competence**  Chartered Science Teachers will be expected to provide evidence of their professional expertise and competence across the following areas:   * Professional Knowledge and Understanding * Professional Practice * Professional Attributes | **PART B Impact on teaching & learning**  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 in science.  Also that there is reflection on / evidence of impact E.g. “Because we introduced X, most teachers now do Y and in subjects/topics A and B, standards have risen” Evidence of impact can be qualitative or quantitative. Ask yourself the question “So what?” |

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| **Professional knowledge and understanding** | | |
| **1 Professional knowledge and understanding**  1a) A broad and up to date knowledge and understanding of science and its impact on their work;  Typically, this may include:   * Using information from current developments in science to extend the learning of others   1b) A broad and up to date knowledge and understanding of teaching, learning and assessment specifically related to science education;  Typically, this may include:   * Evaluating and implementing different approaches to teaching and learning   1c) A knowledge and understanding of students and how different contextual factors that might impact on their learning in science.  Typically, this may include;   * How a learning issue was identified and what steps were taken to mitigate its impact on science learning   For those applying without an M-Level in education/pedagogy the M-Level equivalence in the development of knowledge and understanding area are related to **knowledge base, ethical issues and disciplinary methodologies.** | Part A Evidence of professional expertise and competence | Part B: Impact on teaching and learning |

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| **Professional practice** | | |
| **2 Professional practice**  2a) Planning coherent programmes of teaching in science that develop investigative skills and are intellectually challenging, emotionally supportive and physically safe;  Typically this may include   * Developing, monitoring and evaluating the schemes of work appropriate to the students that are being taught * Maintaining a knowledge of health and safety requirements and enable students to develop the ability to assess risks involved in experimental work * Introducing activities and ideas which challenge the students’ understanding of scientific concepts and evaluate their impact * Creating an inclusive and supportive learning environment   2b) Engaging students in the collection, analysis and evaluation of evidence to extend their scientific knowledge;  Typically this may include:   * Enabling students to apply ideas to new situations and to suggest alternative interpretations of the evidence available. * Demonstrating ways in which scientific principles underpin new technologies.   2c) Developing students’ confidence and their ability to understand and use scientific knowledge in a range of scenarios;  Typically this may include:   * Engaging students in debates about scientific ideas * Helping students to understand the application of science in their everyday life   2d) Assessing students’ learning and providing effective feedback  Typically this may include:   * Monitoring students’ progress * Developing strategies using formative assessment to enhance student learning * Using the outcomes of assessment to inform the curriculum   For those applying without an M-Level in education/pedagogy the M-Level equivalence in the development of practical skills area are related to **application of skills, autonomy in skill use and technical expertise.** | Part A Evidence of professional expertise and competence | Part B: Impact on teaching and learning |

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| **Professional attributes** | | |
| **3 Professional attributes**  3a) Analysing, evaluating and refining teaching to improve student learning;  Typically this may include:   * Selecting and interpreting evidence to identify ways of improving their own teaching   3b) Collaborating with colleagues and the wider professional communities to improve the quality and effectiveness of science education;  Typically this may include:   * Sharing and jointly evaluating teaching practices and methods * Supporting the development of others   3c) Taking responsibility for, leadership, management and development of science teaching.  Typically this may include:   * Leading colleagues in the development of teaching * Acting as a mentor to newly qualified colleagues in order to help their professional development   For those applying without an M-Level in education/pedagogy the M-Level equivalence in the development of key/transferable skills area are related to **learning resources, self-evaluation, management of information, autonomy, communications and problem solving.** | Part A Evidence of professional expertise and competence | Part B: Impact on teaching and learning |

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| **Principal supporter –**  **This will normally be the applicants Head Teacher**  Further guidance for supporters can be found at **CRST5 Supporter Information**.  **If you have any questions about who to name as your supporter (or additional supporter) please contact** [**registers@ase.org.uk**](mailto:registers@ase.org.uk) | Name:  Role/status:  School or Organisation Address:  Tel:  Work Email address:  **The principal supporter will be contacted by email to confirm:**   1. that they have had sight of the original certificates highlighted in G2, and 2. that they have known the applicant professionally for at least three years and not closely related to the applicant, and 3. that they are not aware of any behaviour incompatible with a professional code of conduct (CRST8), and 4. that they support the applicant for the award of CSciTeach   We will then write to your principal supporter to let them know if you are awarded CSciTeach |
| **Please provide details an additional supporter for your application for CSciTeach**  **Equivalence:** If additional supporter is not chartered, then a Science Advisor or someone of equivalent standing, can act as an additional supporter. | Name:  Role/status:  School or Organisation Address:  Tel:  Work Email address:  **We will contact the additional supporter** simply to confirm that they support the application, so please provide relevant contact details. |

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| **For information only** | We expect all professional registrants to be continually planning, doing and reflecting on their professional practice. Consequently, the CPD record should be output based and appropriate for the individual.  **Registrants must:**  1. Maintain a continuous, up-to-date and accurate reflective record of their CPD activities and be able to provide supporting evidence if requested;  2. Demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice (see learning activities below);  3. Seek to ensure that their CPD has benefited the quality of their practice;  4. Seek to ensure that their CPD has benefited the users of their work;  **Learning activities**  Registrants’ CPD should be a mixture of learning activities relevant to current or future practice and should include activities in at least three (exceptionally two) of the following categories:  1. Work based learning (e.g. supervising staff / students, reflective practice)  2. Professional activity (e.g. involvement in a professional body, mentoring)  3. Formal / Educational (e.g. writing articles / papers, further education)  4. Self-directed learning (e.g. reading journals, reviewing books / articles)  5. Other (e.g. voluntary work, public service)  Further advice can be found in CRST 11 and is also available from [www.ase.org.uk](http://www.ase.org.uk)  **By paying your renewal fee each year you are agreeing to the above and confirming that you will abide by the code of conduct.** |

When you have completed the form and paid your fee, please send it by email to [registers@ase.org.uk](mailto:registers@ase.org.uk)