

Best Practice Guidance

Guidance on Diversity and Equality

Context

ASE has signed up, as a member of the [Science Council to the declaration of Diversity, equality and Inclusion](#), which includes this statement “The 2010 Equality Act defines discrimination as treating a person less favourably than someone else, where the reason for less favourable treatment is one or more of the following characteristics: age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. In addition to these characteristics, this Declaration extends to include social economic background and scientific opinion”. [The Diversity and Inclusion Framework for professional bodies](#) provides guidance about how to help organisations on their journey to be more inclusive.

The position of ASE

- ASE has appointed a Trustee Body level diversity champion to advocate the importance of equality, diversity and inclusion (EDI), and to oversee practice and communication of our diversity strategies to our staff, membership and other stakeholders.
- ASE will collect data from its members and establish a baseline to enable monitoring and progress towards a membership and client base which is more representative of the UK's population.
- ASE will embed effective EDI practices across the organisation and scrutinise its processes, documentation, resources and services to ensure accessibility and equality of opportunity for all.
- ASE will ensure that EDI considerations are addressed at all levels within the organisation by appointing champions to monitor and promote the EDI agenda across activity within all its working groups.
- ASE will champion equality in the field of science education by:
 - promoting the diversity of science teachers and learners, through images, text and web presence and the publication of teacher and technician biographies to demonstrate the diversity of membership
 - noting and increasing the diversity of presenters at local, regional and national events

- ensuring that some events have diversity as a focus, with sessions that focus on teaching science to a range of groups.
- There will be clear accessibility information for events, with the offer of free entry for a carer/supporter.

Best practice in teaching should seek to include

- Recognition that both adults and children engaged in science education are subject to the declaration of Equality Diversity and Inclusion.
- Displays and contexts for teaching science should reflect wider diversity; this is at all levels from children as scientists, to inventors and academics in the science field.
- Identification of science expertise in those who are refugees or asylum seekers, and those new to the UK, recognising that language barriers are not the same as science barriers.
- The opportunity to celebrate diversity by taking part in local schools and colleges competitions or chances to showcase work of students/teachers/technicians from diverse backgrounds, for example at the Annual Conference Schools' and Colleges' Exhibition.
- Sharing of practice across organisations (schools, colleges, subject associations, HEIs and FE) with a successful approach to diversity.

Links

From Women into Science and Engineering (WISE)

[People like me](#)

[1001 inventions](#) creative golden age of Muslim civilisation that stretched from Spain to China

Access and Engagement in Science – [Teaching pupils for whom English is an additional language](#)

Solihull MBC has [a Framework](#) using the DfE Proficiency codes to establish an EAL stage for four literacy skills (Speaking, Listening, Reading and Writing)

[Blog](#) from Kamil Trzebiatowski explaining how to differentiate for three levels of EAL learner

Further reading

ASE Guide to Primary Science Education 4th Edition (ASE 2018 pp104-115) SEND and Gender