

Co-operative Identity Mark (CIM) and the GLP whole school framework

The GLP encourages schools to consider working with a whole school quality mark or award. These awards can support schools progressing against the GLP Whole School Framework. Each quality mark or award will support different parts of the framework more or less well.

The table below shows how achieving **leading** for the Co-operative Identity Mark (CIM) will support the [GLP Whole School Framework](#) criteria at either **early/developing** or **developing/embedded** levels.

This will help schools with the CIM to join the GLP as a **Partner School**, and use the expertise already gained to benchmark strengths and areas for development when completing the **Whole School Audit**. It will also help any school decide if they wish to use the CIM to develop priority areas of their **School Action Plan**. And for schools wishing to become a **GLP Expert Centre**, it can demonstrate how the CIM can provide evidence of good practice and impact in certain aspects of global learning, without needing to identify significant additional evidence for accreditation.

Organisation: Co-operative College

Whole school quality mark/award: Co-operative Identity Mark (CIM)

Background information

Co-operative Schools vary greatly in size, stage, location, specialism and governance model. One thing they all share is their desire to establish and strengthen their co-operative ethos and to implement the values of the co-operative movement in all aspects of their work. These values and principles, enshrined in the 'Statement of Co-operative Identity' are the driving philosophy behind a huge section of the global economy – retail, agricultural, housing, health, leisure, transport and service industries – wherever people have chosen to work together for the benefit of their members and their wider communities.

Summary of the quality mark or award

The Co-operative Identity Mark has been developed by the Co-operative College and the Schools Co-operative Society to support schools in embedding the values within all aspects of their work. It provides a 'quality' framework for continued development which incorporates elements of peer support and practice sharing with other co-operative schools. The CIM is validated and quality assured by the Co-operative College. The CIM is awarded at one of four levels: Emerging, Developing, Established, and Leading. Schools can reapply every one to three years to progress through the levels.

Support available to schools

Schools working towards the Co-operative Identity Mark are provided with staff training as part of the package. It is available to schools across England.

The cost is £500 + VAT for primary/special schools and £850 + VAT for secondary schools (information correct in 2014). Bursaries will be made available to schools with less than 100 pupils. The bursary will cover 50% of the registration fee. Please contact the Co-operative College if you wish to apply for this subsidy. Co-operative Trusts who register all their full-member schools will receive a discount of 10%.

Further information

Web link: <http://school.coop/cim/>

Email: cim@co-op.ac.uk

Mapping the GLP Whole School Framework against the Co-operative Identity Mark (CIM) at Leading level				
Area	Criteria	Description		How the Co-operative Identity Mark supports the GLP criteria
Pupil achievement	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	✓	The CIM requires embedding co-operative values into the curriculum, which will support pupils learning more about global issues through themes such as equity, equality and democracy, and specifically learning about issues such as fair trade and the environment.
	P2	Pupils develop high quality learning skills through global learning, supporting their literacy, numeracy and communication	✓	There is an emphasis on pupils' skills development through the CIM, which will support schools using global learning to do this.
	P3	Pupils are better prepared for transition and work through global learning activities		
Teachers' practice	T1	Teacher are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development	✓	There is a strong emphasis on teachers learning more about participatory approaches and skills development, so the CIM will support this aspect on T1.
	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities	✓	There is a strong emphasis on teachers supporting pupils to develop active citizenship in the CIM which will support global citizenship by pupils.
	T3	Teachers use effective cross-curricular planning skills to provide coherent global learning experiences		Although there is nothing specific in the CIM about cross-curricular working, the emphasis on embedding work across the school could support this.
Behaviour & relationships	B1	Global learning assists values development across the school community, supporting positive relationships	✓✓	There is a very clear emphasis in the CIM on pupils discussing and considering their values.
	B2	Global learning supports positive attitudes towards diversity and cultural difference	✓✓	Pupils are encouraged to consider positive attitudes towards culture and diversity and teachers are encouraged to model fairness through the CIM.
	B3	Pupil voice is developed across the school through global learning activities	✓✓	There is a very strong focus on the school being a democratic space through governance, the curriculum and pedagogy in the CIM, which will support schools with B3.
Leadership & the community	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world	✓✓	The CIM requires schools to follow a clear action planning and impact evaluation process, and ensuring school ethos incorporates cooperative values which will support L1.
	L2	Global learning helps create a rich and rewarding professional development programme	✓	The CIM has a strong focus on staff professional development, with a particular emphasis on participatory approaches that will help staff with delivering global learning.
	L3	Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally	✓	There is a strong emphasis on working with the community through the CIM at all levels, and this includes the global cooperative movement and international schools bringing a global emphasis.
Green	✓✓	Very good relationship. Achieving the CIM at embedded would support a school being 'developing' or 'embedded' against that GLP criteria		
Amber	✓	Good relationship: Achieving the CIM at embedded would support a school being 'early' or 'developing' against that GLP criteria		