



Make your school Co-operative

Process

1. Top level commitment

SMT will agree to the adoption of co-operative ethos, with HT signing off written statement of intent. There will be options to include Pupil Council and School Board to be truly democratic, participative and inclusive.

CETS will support this with workshops/presentations/meetings with the various groups, to help their understanding of co-ops in general and the project in particular.

Curriculum framework to meet the needs of all learners: this will support the area of Ethos and life of the school as a community, as well as parental engagement

2. Establish co-op council, involving, staff, pupils and possibly parents (as above) to incorporate co-operative values and principles into school ethos and support working across the curriculum. The Co-op Council would be responsible for producing Co-op Development Plan to achieve outputs as defined below.

This would include a commitment to increase co-op membership/activity/involvement by 10% year on year. It would obviously require a bench marking exercise of the type outlined in the CETS "Enterprise with Ethics" pack.

CETS will support through the "Enterprise with Ethics" resource and in supporting co-op business engagement with local worker co-ops, credit unions or Co-operative Group Membership e.g. "Know Your Co-op" sessions to help increase co-op membership numbers.

Curriculum framework to meet the needs of all learners: developing the values of wisdom, justice compassion and integrity through understanding and applying the values and principles of the co-operative movement.

3. Create /maintain at least one of

- A young co-operative (enterprise)
- A school Credit Union
- Another co-operative project

CETS will support this with staff resources: The SQA Customised Award in Co-operative Studies, (and online resource, with all support materials); the Co-op College resource "Young Co-operatives"; introductions to the local credit union and schemes such as Scotwest Credit Union's "**Scotwest in Schools**"; helping explore other projects e.g. adapting the Co-operation and Mutuality booklet "Co-operative Trading: The Working Principles" into a visual, child friendly

statement of the ethical approach to be adopted by the school or pupils could develop their own membership card and decide how pupils could be awarded points through participation in co-operative events and activities. Pupils could also determine what these points would gain the pupils.

Curriculum framework to meet the needs of all learners: this will support opportunities for developing skills for learning, skills for life and skills for work as well as interdisciplinary learning.

4. Hold a major co-operative event within the school.

CETS will support the organisation and delivery of any such event, especially in recruiting co-operative enterprises to attend the school event.

Curriculum framework to meet the needs of all learners: opportunities to move into positive and sustained destinations beyond school through employer engagement.

5. Demonstrate knowledge and understanding of the co-operative values and principles amongst staff and pupils through presentation to assessment panel.

CETS will convene a panel of co-operative experts to complete the process with a short, and not overly formal, assessment of the levels of co-operation being displayed within the school.

Curriculum framework to meet the needs of all learners: Personal support through review of learning and planning of next steps as well as planning for opportunities for personal achievement

Award

When the 5 step process above has been completed the school will be certificated “A Scottish School of Co-operation” with the possibility of some small award sponsored by local co-op enterprise.

CETS will organise presentation of award and the award itself which will vary from area to area.

Curriculum framework to meet the needs of all learners: Ethos and life of the school as a community

