

# **Green Schools**

**Linda H. Plevyak**

*Leadership for Green Schools* Lisa A. W. Kensler, Cynthia L. Uline, 2016-08-25

*Leadership for Green Schools* provides aspiring and practicing leaders with the tools they need to facilitate the design, leadership, and management of greener, more sustainable schools. Framed by theory and research, this text draws from the fields of sustainability science, built learning environment, and educational leadership to explain what green schools look like, what role school buildings play in advancing sustainable organizational and instructional practices, and why school leaders are greening their leadership. Sustainability can often seem like an unreachable, utopian set of goals, but this important resource uses illustrative examples of successful schools and leaders to show how establishing and managing green schools aligns with the work they are already doing to restore engaged learning within their schools and communities. *Leadership for Green Schools* is a unique and important resource to help leaders reduce the environmental impact of school buildings and immerse students in purposeful, meaningful learning for a sustainable, just future. Special Features: Examples from award-winning schools and leaders—best-practices and illustrative examples throughout make whole school sustainability come to life and show how green leadership is a real possibility for the reader. Aligned with Professional Standards for Educational Leadership—provides the tools necessary for leaders to advance sustainability goals while at the same time fulfilling the core purposes of their job. End-of-chapter discussion questions—valuable pedagogical tools invite personal reflection and conversation.

Green Schools National Research Council, Division on Engineering and Physical Sciences, Board on Infrastructure and the Constructed Environment, Committee to Review and Assess the Health and Productivity Benefits of Green Schools, 2007-02-25 Evidence has accumulated that shows that the quality of indoor environments can affect the health and productivity of adults and children. One consequence is that a movement has emerged to promote the design of schools that have fewer adverse environmental effects. To examine the potential of such design for improving education, several private organizations asked the NRC to review and assess the health and productivity benefits of green schools. This report provides an analysis of the complexity of making such a determination; and an assessment of the potential human health and performance benefits of improvements in the building envelope, indoor air quality, lighting, and acoustical quality. The report also presents an assessment of the overall building condition and student achievement, and offers an analysis of and recommendations for planning and maintaining green schools including research considerations.

**Green Schools Globally** Annette Gough, John Chi-Kin Lee, Eric Po Keung

Tsang, 2020-08-31 This book brings together stories of the green schools movement ((Eco Schools, Enviroschools, Green Schools, Sustainable Schools, ResourceSmart Schools etc) in several countries around the world, with a focus on the impact of the movement on the development and implementation of education for sustainable development in each of the countries. In particular, each story will explain the history of the movement per country, its current status, achievements, obstacles and broader impact. There have been a number of evaluations of these school movements at a national or more local level, and numerous articles and chapters have been published on aspects of these schools' activities, but to date these have not been brought together in a single volume that focuses attention on the impact of the movement on education for sustainable development in each country. This is the purpose of this volume. The green schools movement focuses on a whole school approach which aims to include everyone (students, teachers and the local community), to improve school environments, including resource usage and the environmental footprint of the school, to motivate students to take on environmental problems and seek resolutions particularly at a local level but also thinking globally, and to improve students' attitudes

and behaviours as part of developing a sustainable mind set.

*A Practical Guide to Leading Green Schools* Cynthia L. Uline, Lisa A. W.

Kensler, 2021-05-26 This practical guide for educational leaders explores how you can transform your school or district into a vibrant center of learning and socio-ecological responsibility with only three manageable actions: taking students outside, bringing nature inside, and cultivating a mindset of awareness, responsibility, and empathy. This book is rich in practical, attainable approaches and stories of real actions taken by leaders, teachers, parents, and community partners to design, lead, and manage a vibrant, flourishing, sustainable learning community. Authors Uline and Kensler take you on an inspirational journey through nine key leadership strategies for you to begin or expand your work towards whole school sustainability.

Green School Primer, 2009 Sustainability is at the core of LPA's work and company culture. Sustainable design practised at LPA is an integrated 'holistic' process that is treated no different than any other program element. This book documents a process of planning, design, con

### **Review and Assessment of the Health and Productivity Benefits of Green**

**Schools** National Research Council, Division on Engineering and Physical Sciences, Board on Infrastructure and the Constructed Environment, Committee to Review and Assess the Health and Productivity Benefits of Green Schools, 2006-03-06 Some educational professionals have suggested that so-called green schools would result in superior performance and increased health for students and teachers. While there is no commonly accepted definition of a green school, there are a number of attributes that such schools appear to have: low cost operations, security, healthy and comfortable, and an environment that enhances learning are among them. To determine the health and productivity benefits of green schools, the Massachusetts Technology Collaborative, the Barr and Kendall Foundations, the Connecticut Clean Energy Fund, and the U.S. Green Building Council asked the NRC to examine available studies about the effects of green schools on student learning and teacher productivity. This interim report presents an evaluation of evidence for relationships between various health, learning, and productivity outcomes and five characteristics of green schools: the building envelope, ventilation, lighting, acoustics, and condition. The final report will present evaluations for additional characteristics, a synthesis of the results of all assessments, and promising areas of research.

**Teaching Towards Green Schools** Linda H. Plevyak, 2022-07-04 This engaging and timely book showcases practical ways that PreK-12 teachers and school leaders can create and implement sustainability-focused projects and practices in their classrooms and schools, helping promote a healthy, sustainable environment and curriculum for students and leading the way towards becoming a green school. Sharing real-world case studies and detailed walk-throughs of sustainable schools in action – from Madison, Alabama, to Bali, Indonesia – author Linda H. Plevyak lays out the benefits, principles and practices of creating a sustainable school from beginner classroom projects like creating a garden, recycling and composting to more complex and school-wide initiatives like energy audits, creating an environmental management system, engaging with policy and building and leveraging community partnerships. Plevyak highlights sustainable practices that can be developed with little to no budget and focuses on those that support the development of critical thinking skills, promote project-based learning and consider the environment as a learning tool, incorporating sustainability as a natural progression of the learning process. The book outlines extensive resources teachers and schools can use to embed sustainability in their programs and curriculum, offering teachers, school leaders and policy makers the tools they need to provide this generation of students with the knowledge and skills to create a more sustainable world.

100 Green Schooling Ideas Dr. Dheeraj Mehrotra, 2020-02-28 Schools are required to showcase an awareness of the Green Initiative to make a sustainable future for our generations to come. Environmental sustainability doesn't mean living without luxuries but rather being aware of your resource consumption and reducing unnecessary waste. Hence, the priority towards initiating some Green Schooling Projects is a common practice. A green school is a school that creates a healthy environment conducive to learning while saving energy, environmental resources and money. Green schools significantly lower greenhouse gas emissions and energy costs, improve student and teacher health and enhance student motivation. The book 100 Green Schooling Ideas is a module, which reserves the spectrum for all quality schools to practice and implement the environment that is conducive to learning at large through Green Initiatives. This shall prove as a ready reckoner for teachers, parents and students at large and will further help and inspire the student fraternity of all age groups to explore the Go Green practices, making a delight and quality a way of life.

**Marketing the Green School: Form, Function, and the Future** Chan, Tak C., 2014-07-31 As environmental concerns become more prevalent, it is important for today's youth to be exposed to green practices. The introduction of environmentally sound principles into educational systems and institutions helps establish a positive viewpoint on sustainability as well as promote green practices. *Marketing the Green School: Form, Function, and the Future* features the latest research surrounding the operational efficiency, financial and legal considerations, and effectiveness of environmentally friendly school systems, as well as the integration of environmental education curriculum. Investigating the impact a green environment has on student well-being and success, this book is an essential reference source for school superintendents, school business managers, contractors, architects, and civil engineers interested in the development and promotion of green initiatives in educational institutions.

*Trailblazers for Whole School Sustainability* Jennifer Seydel, Cynthia L. Merse, Lisa A. W. Kensler, David Sobel, 2021-12-29 What does it take to prepare students, teachers, and school staff to shape a just and sustainable future? In *Trailblazers for Whole School Sustainability*, you will meet educators and school leaders who are on the front lines of re-imagining school through the lens of sustainability. This book features inspiring stories from around the country, from urban and rural schools and districts, that highlight best practices and lessons learned from teachers, administrators, and students as they transformed their school communities for a just and sustainable future. These stories are structured around a practical framework that demonstrates how this work allows schools and districts to work smarter, not harder, by integrating sustainability and systems thinking into leadership; curriculum and instruction; culture and climate; and facilities and operations. While each school and district's story in this book is different, the passion that drives each one to embrace sustainability in everything they do, from operations to curriculum, remains the same. *Trailblazers for Whole School Sustainability* shows what is possible when educators resolve to blaze a trail to re-imagine K-12 education for a just and sustainable future.

Green Schools United States. Congress. Senate. Committee on Environment and Public Works, 2004

**Teaching Green - The High School Years** Tim Grant, Gail Littlejohn, 2013-09-23 This resource is ideal for anyone working with young people in grades 9-12, whether in schools or in non-formal educational settings. Richly illustrated, it offers fifty teaching strategies that promote learning about natural systems and foster critical thinking about environmental issues, both local and global. It contains new approaches to learning, strategies for living sustainably, and numerous activities that promote interdisciplinary learning. In addition, the book provides suggestions for how best to green individual

subject areas, develop integrated learning programs, or replicate exemplary programs created by innovative schools and communities. Containing contributions from over sixty educators from across North America, the book's strength lies in its diverse content. Readers learn how best to apply systems thinking, teach about controversial issues, and use a step-by-step approach to creative problem-solving in environmental projects. Also provided are instructions for measuring the ecological footprint of a high school, creating an indoor "living system" that cleans water, monitoring air quality with lichens, and using green technologies to help green school campuses. Many articles and activities engage teenagers in outdoor learning and community restoration projects. Suggestions are included for connecting students with special needs to the environment around them. Readers will find accessible background information and suggestions for many practical projects and activities. It is sure to appeal to a wide range of teachers, educators, and parents seeking innovative ideas for incorporating green themes into their programs. Tim Grant and Gail Littlejohn are the editors of Green Teacher magazine, North America's award-winning environmental teaching resource.

**What in the World Is a Green School?** Oona Gaarder-Juntti, 2011 Let's learn about going green! This positive series presents the different ways we use energy and resources. Each easy-to-read book includes fun, kid-friendly ways to care for the earth. Take the green pledge and discover some easy ways to go green! Book jacket.

**Designing the Sustainable School** Alan Ford, The Images Publishing Group, 2007 Having designed more than 75 K-12 school projects, and with a long-standing commitment to sustainability and a passion for architecture, Alan Ford is perfectly positioned to present this illuminating collection of sustainable school projects from around the world. Designing the Sustainable School is a compendium of ideas illustrating how some very talented architects and committed facility planners are meeting the challenge of creating better schools for the 21st century. They are creating schools that are eco-friendly, embody high-performance design principles, are rich in architectural character, and enhance the health and well-being of students and teachers. The projects represent a wide range of design solutions, aesthetics, location, and scale, ranging in size from the Aga Khan Award-winning three-room schoolhouse in Burkina Faso by Diebedo Francis Kere, to the 2500-student, 260,000-square-foot high school in Santa Ana, California by LPA Architects. Each of the 45 featured projects is presented with an overview of the components of the high-performance tool kit employed by architects to achieve sustainable design goals. Collectively, these demonstrate the breadth of tools that today's architects can employ to build a sustainable future for our children.

**Education for Sustainability** Colleen McNerney, Norah D. Davis, 1997-03 All citizens must be educated about the economic and environmental realities of today's world. This report provides the impetus for that effort. Contents: a program for change; formal education (green schools: models and approaches, professional development, essential learnings); nonformal education (public awareness, sustainable development extension network, community visioning and assessment, workforce development, lifelong learning); cross-cutting themes (state and Federal policy changes, technology and information, multicultural perspectives, global perspectives). Illustrated.

**Green Schools** United States Senate, Committee on Environment and Public Works, United States Congress, 2019-12-17 Green schools: environmental standards for schools: hearing before the Committee on Environment and Public Works, United States Senate, One Hundred Seventeenth Congress, second session, October 1, 2002.

**Schools for the Future** Great Britain: Department for Education and Skills, 2006-11-30 This publication contains 12 case studies of sustainable school building design, with practical examples of primary and secondary schools around the country that have addressed the environmental challenges of sustainable development to deliver school

buildings that use less energy and water, that minimise waste and avoid the use of pollutants, that protect and enhance habitats for plants and wildlife, and that meet wider community needs. This guide is designed to be accessible to the whole school community, but it is aimed particularly at professionals such as designers and local authority clients. It also addresses the refurbishment of existing schools as many sustainability techniques used in the design of new schools can be applied to existing schools, and vice versa.. More information on DfES policies relating to sustainable development can be found at:

<http://www.teachernet.gov.uk/sustainableschools> and at

<http://www.teachernet.gov.uk/sustainabledesign>

NYC Green Schools Guide ,2007

**Education for Sustainability** Paul Clarke,2013-06-17 In this book, Paul Clarke argues that in order to live sustainably we need to learn how to live and flourish in our environment in a manner that uses finite resources with ecologically informed discretion. Education is perfectly placed to create the conditions for innovative and imaginative solutions and to provide the formulas that ensure that everyone becomes naturally smart; but to achieve this, we need to recognise that an education that is not grounded in a full understanding of our relationship with the natural world is no education at all. In other words, a total transformation of schools and schooling is needed. While acknowledging that the ecological crisis is global in scale, Paul Clarke maintains that many of the solutions are already evident in our local communities. Drawing on innovative sustainable living programmes from around the world, including Sweden's Forest Schools, China's Green Schools programme, the US Green Ribbon Schools programme and his own school-of-sustainability project, Paul Clarke offers practical solutions about how schools and communities can make their contribution. This book examines how we might proceed to empower and actively develop schools and communities to connect hand, heart and mind for an eco-literate future. It is thought provoking, timely and challenging, and should be read by school leaders, community and business leaders, as well as anyone grappling with the problems of transition from an industrial past to an ecologically sustainable future.

GreenSchools Investigations ,2016

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