

# Welcome prompt:

**What kinds of skills will students need for future jobs?**

*Please go to the word cloud link: <https://secure.meetingsift.com/>  
and enter your answers to the prompt! Use CODE: HMNJ*



# Green Schools National Network

[greenschoolsnationalnetwork.org](https://greenschoolsnationalnetwork.org)

Get this slideshow in advance here: <https://tinyurl.com/yc39a82k>



# GSNN Webinar

Jobs of the Future

Get this slideshow in advance here: <https://tinyurl.com/yc39a82k>

# Webinar Facilitators



**David DenHartog**

*Director of Innovative Learning*

I am glad to be the host of our GSNN webinar!

You can find me at [@davedenhartog](https://twitter.com/davedenhartog)



# Agenda

- Welcome / Overview
  - Special guests
    - Whitefish School District (Ryder & Caden)
    - Common Ground H.S. (Joel, Crystal, Ana, Darlene, & Noor)
- Green Schools National Network
- Jobs / Skills for the Future
- Whitefish School District (MT)
- Breakout room #1
- Common Ground H.S.
- Breakout room #2
- Q & A

# Skills for the future...

## Future of Jobs Report: Top 10 Skills

### in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



### in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



# Green Schools National Network

## GreenPrint



**Core Practice 1: Curriculum that Advances Environmental Literacy and Sustainability**

**Core Practice 2: Stewardship and Service Learning**

**Core Practice 3: Sustainable Facilities Design and Management**

**Core Practice 4: Health and Well Being**

**Core Practice 5: Strong Partnerships and Networks**

[Download GreenPrint](#)

We support K-12 leaders implementing whole school sustainability best practices, creating a more just, equitable and thriving future for students.





## Catalyst Schools and Schools Districts

In 2017, GSNN launched the [Catalyst School and District Network](#) with 10 schools and 7 school districts. These schools and districts are committed to working with GSNN to evaluate and document best green, healthy, sustainable schools practices that are replicable and scalable. **By the year 2026, GSNN intends to have at least one Catalyst District on one Catalyst School in each of the 50 states.**

## Professional Development and School Coaching Services

[GSNN supports schools](#) who share our commitment to creating high achieving schools that enhance the global competencies needed by young people as they face a dynamic world. **GSNN supports these schools and districts to design a place-based approach in their effort to provide sustainable and innovative learning environments for their students.** These services, delivered both on-site and virtually, include professional development and coaching.



### School Programs

## Affiliates

Schools, school districts, individuals, non-profits, and corporations [access our resources for a small subscription fee](#). These resources include our resource library, publications, and discounts to the Green Schools Conference and Expo.





# GreenNotes

**The go-to source for the latest Green Schools News**

The GreenNotes shares original content that is evidence-based and best practice driven. Each monthly issue is centered on a theme relevant to the green schools movement, and features case studies, expert interviews, research-based articles, professional development resources, and grants.

<https://greenschoolsnationalnetwork.org/greennotes/>

# Green Schools Catalyst Quarterly

**FREE - on-line  
peer-reviewed  
journal**



<https://greenschoolsnationalnetwork.org/gscq>



We are leading a movement of schools and districts that nurture people empowered to create a just and sustainable world.



Our Network currently includes 250 schools in 17 states.

We intend to partner with model green, healthy schools and districts in all 50 states.

# Independent Professional Learning Opportunities

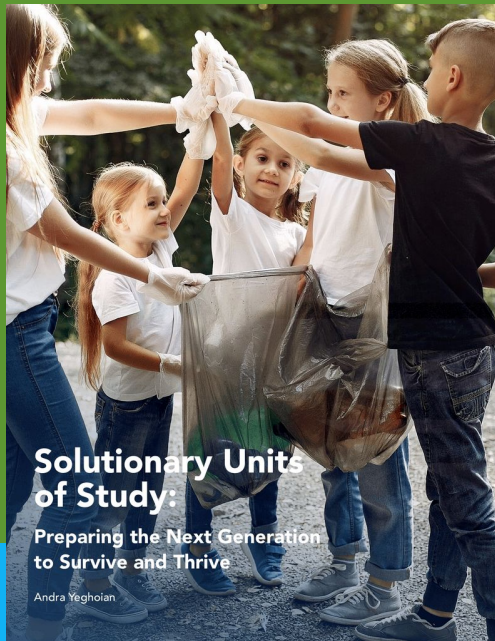


## Green Schools Catalyst Quarterly



<https://greenschoolsnationalnetwork.org/gscq>

# Green Schools Catalyst Quarterly



## Solutionary Units of Study:

Preparing the Next Generation  
to Survive and Thrive

Andra Yeghioian

**“Humanity cannot wait for students to graduate and get started on doing things that contribute to a better world. We need to give students in every school, at every age, real agency and authentic opportunities to make a difference in this volatile, unpredictable, complex, and ambiguous world.”**

— David B. Hawley, Chief Academic Officer of International Baccalaureate (Hawley, 2015)

### Solutionary Units of Study Imperative

We are facing a decisive moment in history. Earth's systems are at the breaking point and our social and economic systems are under tremendous stress. It is essential that humans embrace a new sustainable paradigm. Because the education system is the cornerstone of our collective culture, K-12 schools must find pathways to equip students with the knowledge, skills, values, and experiences to survive and thrive in this uncertain world.

Fortunately for students in California's San Mateo County, educators have heeded this call to action and started to transition the K-12 education system to a more sustainable paradigm. First came the 2017 launch of the San Mateo County Office of Education's (SMCOE) *Environmental Literacy and Sustainability Initiative*, which seeks to promote environmental literacy and help prepare leaders to integrate environmental sustainability and a climate-ready mindset across a school's campus, curriculum, community, and culture.

The San Mateo County Office of Education serves over 94,000 students across 23 public school districts that are unique and diverse, ranging from asphalt-covered, urban environments where children have little to no access to green spaces, to schools situated in or near lush nature preserves. In San Mateo County, 40% of students are unduplicated (i.e., pupils who are eligible for free or reduced-price meals, foster youth, and English Learners and are not counted more than once if they qualify for multiple designations), 23% are learning English, and 32% participate in free or reduced-price lunch programs. However, these numbers look different when you drill down to the district level; for example, just 11% of students qualify for free and reduced-price lunch at Menlo Park City School District, while 95% of students qualify at its next door neighbor, Ravenswood City School District.

This initiative set the stage for SMCOE's Curriculum and Instruction team to utilize the Solutionary Unit of Study Framework. This framework provides a roadmap for bringing together existing educational philosophies and unit archetypes, such as the PBL models (project-based, problem-based, place-based, and phenomenon-based learning), inquiry-based learning, civic education, and systems thinking, with the philosophies of solutionary teaching and learning.

The concept of “solutionaries” comes from the work of Zoe Weil, who wrote the book, *The World Becomes What We Teach*, and co-founded the Institute for Humane Education (IHE) in 1996. The solutionary concepts are paraphrased from Weil (2016) and IHE (2019) as follows:

*Solutionary Educators facilitate the process of students to examine complex, interconnected problems, identify the systems that perpetuate them, and develop solutions that do the most good and least harm for all, within the context of their subject areas. Solutionary teaching gives students a stake in their future and helps them develop vital skills in areas such as compassion and empathy; effective*

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<https://greenschoolsnationalnetwork.org/gscq>

# Independent Professional Learning Opportunities

## Resources



The screenshot shows the 'Resources' page on the Green Schools National Network website. The page features a navigation bar with links for 'Resources', 'About', 'Network', 'Contact Us', 'Professional Development', 'Greenmarks', and 'Contact'. The main heading is 'Virtual Learning Resources for Sustainability-Minded Educators'. Below this, there is a paragraph explaining the network's commitment to providing resources for sustainability during virtual learning. Two buttons are visible: 'VIEW RESOURCES FOR GRADES K - 5' and 'VIEW RESOURCES FOR GRADES 6 - 12'. Under the heading 'Resources for Grades K - 5', there are three featured resource cards: 'What Can We Do with All This Stuff?' from Cloud Institutes for Environmental Education, 'Speaking Out' from PBS LearningMedia, and 'Project Hero Pollinator Quest' from Captain Planet Foundation.

<https://greenschoolsnationalnetwork.org/resources/>

# THE FUTURE IS BRIGHT FOR GREEN JOBS

The number of global green jobs is difficult to estimate, but easily numbers in the **tens of millions**. As the world continues to embrace green products and policies, it's estimated that **15 – 60 million green jobs** may be on the horizon.

The segment of the economy that produces goods and services with an environmental benefit is often referred to as the "clean" or "green" economy. Green careers can be found throughout general industries, and employers in many sectors are looking for professionals with clean tech and sustainability skills. Most green jobs are in the manufacturing and public services sectors; clean economy jobs in the energy sector can offer better pay for low- and middle-skilled workers than the average job.<sup>1</sup>

Every year, Kelly<sup>®</sup> places thousands of employees in green occupations and with customers in green industries.



## GLOBAL RENEWABLE ENERGY SECTOR

**21%** annually

Led by developing economies, job growth in renewable energy is on the rise.

**5 million**

The amount of people who currently work in this sector.

## HOT REGIONS FOR GREEN JOB GROWTH



## GREEN JOBS DEFINED:

The Bureau of Labor Statistics defines "green jobs" as jobs that produce green goods or services, which benefit the environment or conserve natural resources, or jobs in which workers' primary duties involve the use of green technologies or practices that have a favorable impact on the environment.

## POPULAR GREEN SKILL SETS

- Biofuels Research
- Ecologists
- Engineering: Environmental Engineers, Energy Engineers, Plant Engineers, Electrical Engineers
- Green Builders
- Green Design Professionals
- Marine Scientists
- Next Generation Battery Engineering and Hybrid Vehicle Design
- Plant Genomics/Crop Scientists
- Project Managers
- Recyclers
- Solar Cell Technicians
- Urban Growers
- Wave Energy Producers
- Wind Energy Workers



## TOP DEGREES FOR GREEN INDUSTRIES

- Biology
- Business Management
- Climate Science
- Conservation
- Environmental Chemistry
- Environmental Engineering
- Environmental Law
- Marine Science & Metagenomics Science
- Renewable Energy Management
- Sustainability
- Urban Planning
- Waste Management



To discover a world of opportunities in engineering, science, or any field, search for jobs on [kellycareernetwork.com](http://kellycareernetwork.com) today.





# Breakout Session

What connection does this have to the work that your school / district is doing?

Assign one member of your breakout group to share a summary of discussion via chat when we come back!



# COMMON GROUND

HIGH SCHOOL, URBAN FARM, AND  
ENVIRONMENTAL EDUCATION CENTER



# CREATING GREEN JOBS & BUILDING FLEXIBLE



**COMMON GROUND**  
HIGH SCHOOL, URBAN FARM, AND  
ENVIRONMENTAL EDUCATION CENTER

**OUR MISSION IS TO INVITE  
PEOPLE ACROSS AGES & IDENTITIES  
TO CONNECT TO THEIR  
URBAN ENVIRONMENT,  
BUILD COMMUNITY,  
GROW INTO THEIR FULL POTENTIAL,  
AND CONTRIBUTE TO A  
JUST & SUSTAINABLE WORLD**





What is Green Jobs Corps?

Student Experience: Noor

Student Experience: Darlenne





Student Experience: Ana



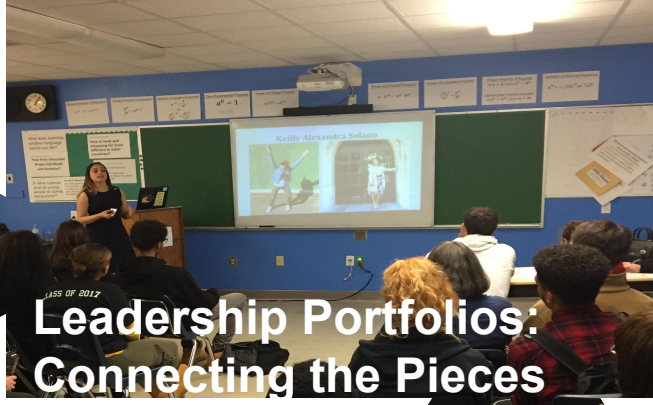
**OUR VISION:  
9th grade: Our  
Site, Ourselves**



**10th grade: Our City,  
Our Larger Community**



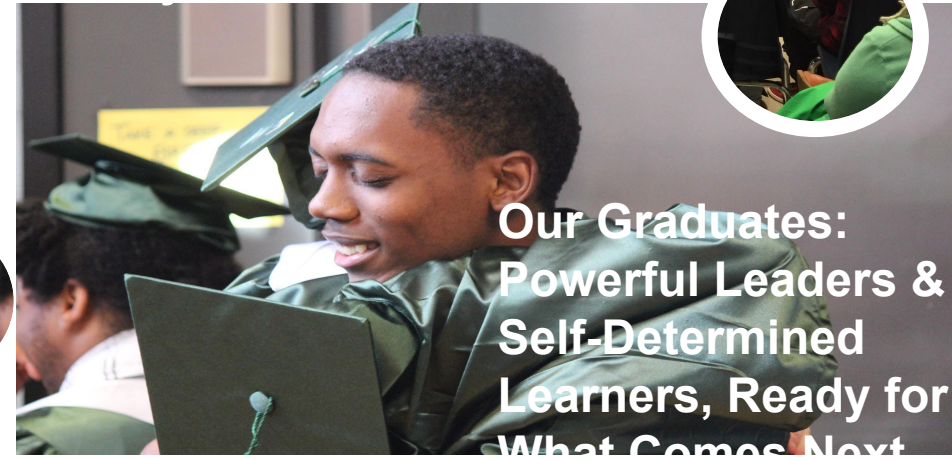
**Leadership Portfolios:  
Connecting the Pieces**



**Choice-Rich  
11th & 12th Grade  
& Out of School  
Connections**



**Our Graduates:  
Powerful Leaders &  
Self-Determined  
Learners, Ready for  
What Comes Next**



**From GJC to Flexible Pathways**

<b>FRESHMAN YEAR</b> <u>Self Awareness</u>	<b>SOPHOMORE YEAR</b> <u>Career Awareness</u> <u>&amp; Goal Setting</u>	<b>JUNIOR YEAR</b> <u>Skill Development</u> <u>&amp; Experiences</u>	<b>SENIOR YEAR</b> <u>Post-High School Planning &amp;</u> <u>Transition</u>
<p>Who am I (as a learner and a leader)?</p>	<p>Who are my communities, and what resources do they provide me as a learner and leader?</p>	<p>What are my unique strengths and passions?</p>	<p>How have I grown in ways that will support my life/ college success?</p>
<p>What is this place? How do I fit?</p>	<p>What are my career options?</p>	<p>Where do I want to grow and learn?</p>	<p>What are the next steps on my career path(s)?</p>
<p>What skills do I need to survive and thrive in high school?</p>	<p>What skills do I need to learn and lead in my community?</p>	<p>What choices can I make to move forward as a learner and leader?</p>	<p>What skills, knowledge and experience do I need to be hired for a job and advance in my career?</p>
<p>How do I communicate effectively with others?</p>	<p>How do I work with others to create change in myself and my communities?</p>	<p>What can I learn from taking part in an internship?</p>	

# Developing 4-Year Career Pathways



# Darlenne: What Makes Up A Pathway

# What's your **PATH?** COMMON GROUND Students are **ARTISTS**



**ANA • Junior**

- Performed poetry in Core 9.
- In Core 10, created a photo essay, performed in a play she wrote, and used painting to address climate change.
- As an intern, created a guide to help other students find arts opportunities.
- Will take ceramics, music, and theater electives.



**MARCUS • Senior**

- Built drawing & ceramics skills in CG classes.
- Is starting sewing classes at Joann's Fabric and signed up for a clothing repair after-school program in prep for fashion design career.
- Taking on a senior project that uses fashion as a tool for social justice.



**MARCEL • Graduate**

- At Common Ground, worked with our art teacher to create and strengthen his portfolio.
- Left his artwork across the school & won a t-shirt design contest.
- Today, continues to study art at Housatonic Community College.
- Recently commissioned by Upper Deck to draw for their Marvel Flair '19 Sketch Card Set.

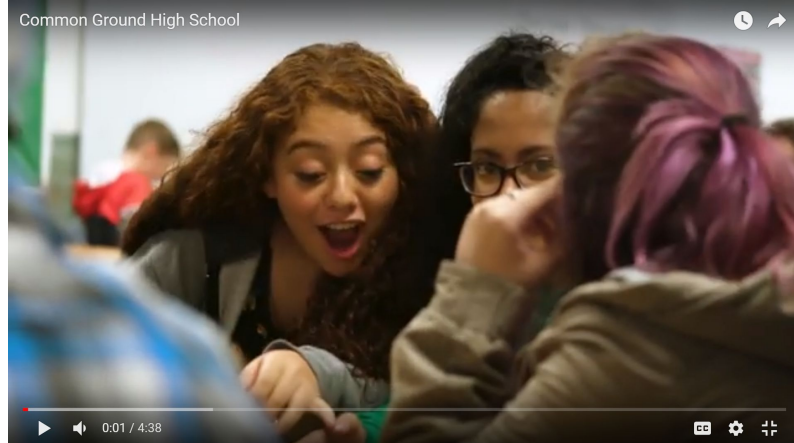


**COMMON GROUND**  
**HIGH SCHOOL**

358 Springside Ave | New Haven CT 06515  
203.389.4333 | [www.commongroundct.org](http://www.commongroundct.org)

# Ana: Exploring Different Paths

Noor: Portfolios



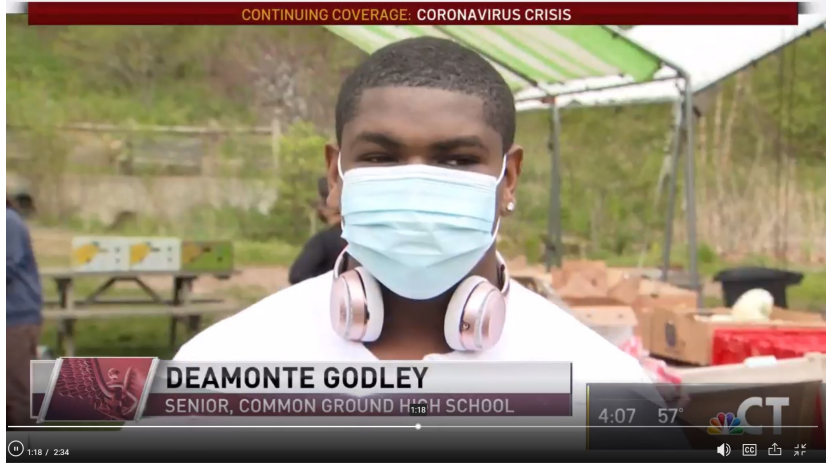
# Students Shaping Pathways: Educational Change Interns





# Growing A New Generation of Green School Leaders





# Green Jobs Corps: Essential Work



# Breakout Session 2

How might you bring a few of these ideas back to your school / district?

Assign one member of your breakout group to share a summary of discussion via chat when we come back!



Q & A





# Green Schools National Network

[greenschoolsnationalnetwork.org](https://greenschoolsnationalnetwork.org)