



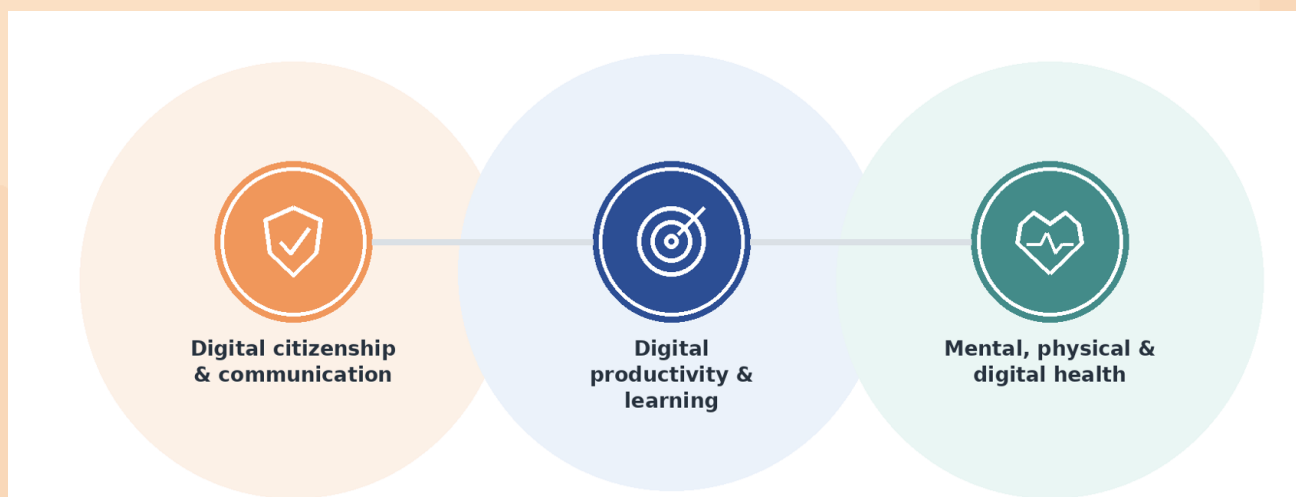
A TECHWELL SCHOOL IMPLEMENTATION HANDBOOK

Digital Wellbeing Suite

Guide for Schools

A practical guide to healthier, safer, and more purposeful digital school life.

Pathway to the Digital Wellbeing School badge.



TECHWELL ERASMUS+ POLICY EXPERIMENTATION PROJECT



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Executive summary

Digital Wellbeing - TechWell Project Definition

Digital wellbeing in education is the capacity of learners, educators, school organisations and communities to use digital technologies in ways that support health, learning, relationships, rights and participation, through balanced habits, safe and respectful digital environments, and humane governance.

Digital wellbeing means making sure that technology helps people learn, communicate and participate without damaging attention, health, safety, dignity, inclusion or relationships.

Why this matters

Digital technology is now part of lessons, homework, school communication and social life. It can open access to learning, creativity and collaboration. It can also create pressure to be constantly available, distraction, conflict, sleep disruption, sedentary habits, privacy risks and unequal participation. Schools therefore need more than isolated online-safety activities or a single rule about screen time. They need a shared, practical approach that connects leadership, teaching, student voice and family partnership.

What recent evidence is telling schools

Recent international evidence points in the same direction: technology can support learning and connection, but schools need intentional routines, teaching and governance so that benefits are not undermined by distraction, harmful online experiences or unhealthy use.

11% problematic social media use

WHO/Europe reported that 11% of adolescents showed signs of problematic social media behaviour in the 2021/2022 HBSC study, up from 7% in 2018. The same report found that 12% were at risk of problematic gaming¹.

30% distracted during mathematics lessons

Across OECD countries, around 30% of students reported being distracted by their own digital-device use in most or every mathematics lesson, while around one in four reported distraction caused by other students' device use².

1 in 6 cyberbullying victims

WHO/Europe found that 15% of adolescents had experienced cyberbullying. This reinforces the need for visible reporting routes, respectful communication norms and timely adult support³.

¹ <https://www.who.int/europe/news/item/25-09-2024-teens--screens-and-mental-health>

² https://www.oecd.org/en/publications/pisa-2022-results-volume-ii_a97db61c-en/full-report/component-10.html

³ <https://www.who.int/europe/news/item/27-03-2024-one-in-six-school-aged-children-experiences-cyberbullying--finds-new-who-europe-study>

The trend from isolated rules to whole-school practice

UNESCO warns that learning benefits may disappear when technology is used in excess or without qualified teachers. European school guidance therefore recommends a whole-school approach that connects digital wellbeing with wellbeing and digital-competence strategy^{4, 5}.

What this guide helps a school do

- Understand digital wellbeing through three connected TechWell pilot directions: digital citizenship and communication; digital productivity and learning; and mental, physical and digital health.
- Use the Growth Check to recognise existing strengths and choose realistic growth opportunities without scoring or judging the school.
- Write a short school strategy with a shared vision, two priorities, visible actions, clear roles and a review date.
- Use role-specific guidance, educational materials and practical tools with principals, teachers, students and parents.
- Collect light, useful evidence and demonstrate the whole-school practice required for the Digital Wellbeing School badge.

This guide is deliberately simple

Start where you are

A school does not need to solve everything at once. Begin with a shared view of the current situation, select two priorities, test a small number of actions for 8 - 12 weeks, listen to the school community and improve the plan. And you can earn a Digital Wellbeing Badge. The badge recognises sustained whole-school practice, not perfection.

Step	School question	Main output
1. Growth Check	What already works and what needs attention?	A shared starting-point profile
2. Strategy	What should healthy digital school life feel like?	A one-page direction and two priorities
3. Action	What will students, staff and families notice?	Visible routines, lessons and support
4. Reflection	What changed and for whom?	Short feedback and evidence summary
5. Badge	Can we show a coherent whole-school approach?	Badge evidence pack and annual review

⁴ <https://www.unesco.org/gen-report/en/articles/unesco-issues-urgent-call-appropriate-use-technology-education>

⁵ <https://school-education.ec.europa.eu/en/discover/news/developing-digital-wellbeing-classrooms>

How to use this guide

A school can read the guide from beginning to end, but it is designed for practical use. Leaders can begin with Chapters 2 - 4; teachers can move directly to Chapters 5 - 7; coordination groups can use Chapter 8 and the appendices to prepare the evidence pack. Linked resources point to the live TechWell website, where materials may be updated during the project and after.

Quick route by role

Group	Start here	First useful output
School leaders	Chapters 2 - 4	Coordination group, vision and two priorities
Teachers	Chapters 5 - 7	One module, one routine and a short reflection
Students	Chapters 5 - 6	A co-designed agreement, feedback or help map
Parents and carers	Chapter 5	A realistic home–school routine and feedback
Coordination group	Chapters 3, 4 and 8	Growth profile, action cycle and evidence pack

This guide takes a school through a clear growth journey towards earning the Digital Wellbeing School badge. Begin with the Growth Check to understand what is already working, where further support is needed and which priorities matter most. It is a positive starting point, not a score or judgement. Use the findings to create a simple school strategy with a shared vision, clear priorities, practical actions, named roles and a review process. The school can then introduce and test activities across the three TechWell pilot directions: digital citizenship and communication; digital productivity and learning; and mental, physical and digital health.

The educational materials turn these priorities into classroom practice through adaptable Harmony Framework modules, discussions, activities, healthy routines and student-created work. As the school progresses, it gathers simple evidence, listens to students, staff and families, and improves its approach. The Digital Wellbeing School badge recognises a sustained whole-school commitment and meaningful progress, not perfection or a one-off campaign.

Before you begin

Use existing school plans, meetings and support routes. Digital wellbeing should connect and simplify the school's work, not create a separate bureaucracy.

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Reading shortcut

If your school wants to begin immediately, go to Chapter 3, complete the Growth Check and then use the one-page strategy template in Appendix A.

CHAPTER 1

Digital wellbeing in school life.

Earn a Badge

Three connected directions help schools turn a broad idea into daily practice.

Digital wellbeing at a glance

The three pilot directions overlap in everyday school life.



Digital wellbeing is not the absence of technology. It is the ability of the school community to use technology in ways that strengthen learning and participation while protecting health, attention, rights, safety and relationships. It includes individual habits, classroom practice and the rules and systems created by the school.

Not only screen time

How technology is used, why it is used, who benefits, who is excluded, how people communicate and what happens when something goes wrong are as important as the number of minutes spent online.

The three TechWell pilot directions

Each direction has its own badge and a practical menu of school actions. Schools can adapt the examples to age, context and existing policies; the examples are not extra badge requirements.

RECOGNITION

Badges schools can show

HOW THE BADGE FAMILY WORKS

The three pilot emblems can be used as progress markers after relevant learning and a visible routine have been implemented and reviewed. They do not replace verification. The formal Digital Wellbeing School badge is earned through the whole-school evidence route in Chapter 8. Teacher Champion and Student Ambassador badges recognise individual contributions alongside the whole-school award.

THE THREE PILOT PROGRESS MARKERS



Digital citizenship and communication

A progress marker for implemented and reviewed learning about respect, communication, privacy, consent, safety and ethical choices.



Digital productivity and learning

A progress marker for implemented and reviewed learning that supports purposeful technology choice, focus and manageable digital work.



Mental, physical and digital health

A progress marker for implemented and reviewed routines that support balance, movement, boundaries, wellbeing and visible help routes.



Digital Wellbeing School badge

Formal whole-school award



Teacher Champion badge

Personal recognition for teachers



Student Ambassador badge

Personal recognition for students

The following pages explain the whole-school award and the two personal badges. The three pilot directions then show how schools put the progress markers into practice.

THE FORMAL WHOLE-SCHOOL AWARD

Digital Wellbeing School badge



DIGITAL WELLBEING SCHOOL BADGE

Earned when the school can show the six commitments and a coherent, privacy-preserving evidence pack. Verification looks for shared and improving practice across leadership, learning, health, citizenship, inclusion and review, not presentation quality or perfection.

The recommended model is digital-first. A school receives web-ready badge artwork with accessible text and a link to a recognition record showing the award, date and scope. A matching print certificate or window sign can support local celebration, while the digital record remains the clearest public proof. Recognition shows verified progress; it does not suggest that every digital challenge has disappeared.

HOW A SCHOOL CAN USE ITS RECOGNITION

WEBSITE

Place it on the school website

COMMUNICATIONS

Use it in the newsletter, annual report, prospectus, open-day slides or family portal.

DIGITAL SPACES

Add it to approved email signatures, the learning platform or a school social post.

ON SITE

Display the print certificate or entrance sign beside the strategy and student-voice work.

KEEP IT TRUSTWORTHY Link to the award record; show the award and review dates; use alt text; never publish personal evidence; do not alter the artwork or imply recognition beyond its scope; update or remove an expired badge.

Teacher Champion



Alongside the Digital Wellbeing School badge, these role badges recognise teachers and students who turn agreed priorities into everyday practice. They recognise individual contributions and do not replace the whole-school evidence route in Chapter 8.

TEACHER CHAMPION BADGE

Earned when a teacher:

1. Uses relevant TechWell educational materials in a classroom activity linked to a school priority.
2. Tests and reviews one visible digital wellbeing routine, with accessible alternatives and appropriate safeguarding.
3. Uses student feedback to make an improvement and shares the approach with a colleague.

Light evidence: an activity example, routine, brief reflection and note of peer sharing, confirmed by the school's digital wellbeing coordinator.

Student Ambassador



STUDENT AMBASSADOR BADGE

Earned when a student:

1. Completes an age-appropriate introduction with a named adult mentor, including privacy, consent and when to seek help.
2. Co-designs or supports one digital wellbeing activity, agreement or routine with other students.
3. Promotes safe help routes and shares anonymous or aggregated feedback to improve the activity.

Light evidence: an activity example and brief reflection, confirmed by the adult mentor. Ambassadors do not monitor classmates or investigate incidents.

RECOGNISE CONTRIBUTION, KEEP EVIDENCE LIGHT

Follow the issuing arrangements published by TechWell or the national partner. Keep evidence proportionate and privacy-preserving; public sharing is voluntary and follows school permissions.



1. Digital citizenship and communication

Respectful participation, clear communication, privacy, consent, safety and ethical choices.



This direction is about participating online with respect, responsibility and confidence. Students learn how to protect privacy, ask for consent before sharing, check information, communicate clearly, respond to conflict and use reporting routes. The school makes expectations visible in class chats, learning platforms, email and parent communication.

School example: students and teachers co-create a short Class Chat Code covering purpose, tone, quiet hours, consent before screenshots, inclusion of students without access and the route for asking for help.

More examples schools can adapt

- Co-create a one-page communication charter for class chats, learning platforms, email and parent groups, including response expectations and quiet hours.
- Introduce a consent-before-sharing routine for photographs, screenshots, recordings and student work.
- Use short scenarios to practise how to pause, clarify, repair harm and ask an adult for help before online conflict escalates.
- Add a visible Safe Reporting Map to classrooms and digital platforms, showing the named adult, confidential route and emergency pathway.
- Teach a simple source-and-AI transparency prompt: What did I use? What did I verify? What did I create myself? What should I disclose?
- Review whether school messages are accessible, understandable and available to families who use different languages or have limited access.

TEACHER PILOT PAGE

How to run a digital citizenship pilot

A ready-to-use three-lesson sequence for respectful, safe and inclusive participation

WHAT THIS PILOT COVERS Digital citizenship is the knowledge, skills and attitudes students need to participate in digital environments safely, critically, ethically and respectfully. It includes communication, rights and responsibilities, privacy and security, consent, digital identity, information and media literacy, ethical use of AI and content, inclusion, and knowing how and where to ask for help.

PILOT AT A GLANCE

RUN 3 × 45–50 minutes over 2–3 weeks	PREPARE Four fictional scenarios, board or paper; devices optional	SAVE Class artefact, anonymous exit tickets and teacher reflection
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THREE CLASSROOM ACTIVITIES

01 Read the situation 45 min	DO Use four fictional scenarios: a screenshot shared without consent; a heated class-chat reply; a convincing but false or AI-generated answer; and a peer excluded by access or language. Pairs identify what happened, who may be affected, the right or responsibility involved, and the safest next step. Compare answers and connect them to the school policy and help route. OUTPUT A shared Pause–Check–Choose response card.
02 Co-create the Class Chat Code 45 min	DO Groups draft one positive rule for purpose, tone, consent and privacy, quiet hours, inclusion and access, and help or reporting. Merge the suggestions into six to eight clear statements. Test the code against the fictional scenarios, revise anything unclear, and agree where it will be published and when the class will review it. OUTPUT A one-page Class Chat Code owned by the class.
03 Practise consent, repair and reporting 45 min	DO Model an ASK-before-sharing check: Who owns it? Do I have permission? Who is the audience? How long will it remain visible? Use role cards to practise Pause–Clarify–Repair–Report. Build a Safe Reporting Map showing the named adult, confidential route and emergency pathway. End with: Used / Verified / Created / Disclose for sources and AI. OUTPUT A visible reporting map plus an exit ticket naming one action and one help route.

REVIEW AND PROTECT

EVIDENCE & REVIEW Keep the Class Chat Code, response card, help map and aggregated exit tickets. After two weeks ask: Did expectations become clearer? Which rule or support route needs revision? Record one short teacher note.	SAFETY & INCLUSION Use only fictional or anonymised scenarios. Never collect real chats or screenshots or invite personal disclosures. Follow the normal safeguarding route, and provide non-digital and language-accessible versions.
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CONTINUE WITH [TechWell educational materials](#) • [Council of Europe DCE Planner](#) • [JRC DigComp 3.0](#)



2. Digital productivity and learning

Purposeful learning, sustained attention, manageable workload and accessible digital participation.



This direction asks whether technology helps learners focus, understand, create and collaborate. It addresses distraction, notification pressure, information overload, unnecessary platform switching and digital workload. It supports a balanced mix of digital and non-digital methods and teaches students to organise work, verify information and use digital and AI tools purposefully.

School example: every digitally intensive lesson includes a clear purpose, one focus routine, a planned transition away from the screen and an accessible alternative when needed.

More examples schools can adapt

- Use a Focus-and-Transition Routine: state the learning purpose, silence non-essential notifications, work in a focused block, pause, move or look away, and summarise.
- Run a platform-simplification review and remove duplicate tools, repeated logins or parallel channels that create unnecessary switching.
- Coordinate major digital homework and project deadlines across subjects so that workload peaks are visible and manageable.
- Teach students how to organise files, name versions, manage notifications and verify information before submitting work.
- Build a purposeful-choice prompt into lesson planning: Why digital? What learning value does it add? What accessible alternative is available?
- Offer a balanced mix of creation, discussion, practical work, reading, movement and screen-based activity during digitally intensive days.

TEACHER PILOT PAGE

How to run a digital productivity pilot

A ready-to-use three-lesson sequence for purposeful learning and manageable digital work

WHAT THIS PILOT COVERS Digital productivity is the ability to choose and use technology purposefully so that it improves learning, organisation, creativity and collaboration without creating avoidable distraction, overload or exclusion. It includes attention and notification management, information verification, file and version organisation, manageable workload, accessible alternatives, and a balanced mix of digital and non-digital activity.

PILOT AT A GLANCE

RUN 3 × 45–50 minutes plus a two-week routine	PREPARE One digital task, focus-rating slips and a workflow template	SAVE Choice card, focus routine and class workflow guide
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THREE CLASSROOM ACTIVITIES

01 Ask: Why digital? 45 min	DO Show an upcoming task and identify the learning goal before naming the tool. Groups ask: What does technology add? What might distract or exclude? What simpler or non-digital option could meet the same goal? Select one tool or channel, state the success criteria and check access and assistive needs. OUTPUT A Purposeful Choice Card: goal, digital value, likely barrier and accessible alternative.
02 Test a Focus-and-Transition Routine 45 min	DO Take an anonymous 1–4 focus rating. State the goal, close or silence non-essential notifications and work for one focused 12–15 minute block. Pause for 60–90 seconds to change position and viewing distance, then finish with an off-screen summary. Compare only the aggregated ratings and discuss what helped. OUTPUT A four- or five-step class focus routine, without individual monitoring.
03 Build a manageable workflow 45 min	DO Model one task from start to submission: folder, clear file name and version, source check, AI disclosure, deadline, backup and help route. Students apply the workflow to a real assignment. Map major deadlines across subjects using dates and workload peaks only, then flag one collision for staff to adjust. OUTPUT A student workflow checklist and one practical workload adjustment.

REVIEW AND PROTECT

EVIDENCE & REVIEW Keep the choice card, focus routine, anonymous aggregate before-and-after ratings and workflow checklist. After two weeks note what helped focus, what created friction and the one change the class will keep.	SAFETY & INCLUSION Do not use surveillance or attention-tracking software. Do not penalise students for disabling notifications. Provide accessible or offline alternatives and simplify existing platforms rather than adding another one.
CONTINUE WITH TechWell levels and units • SELFIE for Teachers • UNESCO: Four questions when choosing technology	



3. Mental, physical and digital health

Healthy boundaries, emotional support, movement, ergonomics, rest and the ability to disconnect.



This direction connects technology use with stress, emotional regulation, sleep, movement, posture, eyesight, social comparison and the ability to disconnect. It also includes staff wellbeing, confidential support and non-stigmatising ways to ask for help. Schools use routines and environments that make healthy choices easier.

School example: the school agrees notification boundaries, introduces short movement and eye-rest transitions, and makes a confidential support route visible to students and staff.

More examples schools can adapt

- Introduce short movement, posture and eye-rest transitions at natural points in lessons rather than relying on students to remember them alone.
- Agree sleep-friendly homework and communication boundaries, including no expectation of late-evening replies.
- Make a confidential support route visible and explain what happens after a student or staff member asks for help.
- Review classroom ergonomics, device positioning, lighting and options for students with sensory, mobility or visual needs.
- Use anonymous mood-and-focus micro-polls to notice patterns without tracking or diagnosing individual students.
- Protect staff digital wellbeing by clarifying response times, reducing duplicate messages and preserving focused work and meeting time.

TEACHER PILOT PAGE

How to run a digital health pilot

A ready-to-use three-lesson sequence for healthier routines, boundaries and support

WHAT THIS PILOT COVERS This pilot helps students and staff notice how digital practices interact with emotional regulation, stress, sleep, movement, posture, eyesight, social comparison and the ability to disconnect. It builds healthier routines and visible support. It does not diagnose, treat or ask students to reveal private health information.

PILOT AT A GLANCE

RUN 3 × 45–50 minutes plus a voluntary one-week experiment	PREPARE Anonymous poll, fictional day, room check and help-route details	SAVE Healthy lesson card, boundary agreement and support map
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THREE CLASSROOM ACTIVITIES

01 Notice patterns safely 45 min	DO Use an anonymous three-item poll: I could focus; digital work felt manageable; I knew where to get help. Give groups a fictional student day—not personal data—and ask them to mark pressure and recovery points: long sitting, constant messages, late homework, comparison and missing breaks. Include benefits and supports too. OUTPUT A class pressure-and-support map and one shared priority.
02 Redesign one digital lesson 45 min	DO Inspect the learning environment together: comfortable posture, device and text visibility, lighting and glare, sound or sensory needs, movement and accessibility. Redesign a lesson with a clear purpose, focused block, brief change of position and viewing distance, offline discussion or creation, and a closing summary. Test it and take an anonymous 1–4 focus and comfort rating. OUTPUT A Healthy Digital Lesson Card ready for another class.
03 Agree boundaries and help routes 45 min	DO Co-design realistic norms for homework timing, late-evening messages, reply expectations and the right to disconnect. Explain confidential support step by step: who listens, what stays private, when safeguarding requires action and the emergency route. Offer a private one-week routine experiment; no personal log is submitted. OUTPUT A boundary agreement and visible help map.

REVIEW AND PROTECT

EVIDENCE & REVIEW Keep only the aggregate poll, pressure-and-support map, lesson card, boundary agreement and a short teacher reflection. After one or two weeks review patterns, not individuals, and agree one routine to continue.	SAFETY & INCLUSION Never diagnose, require disclosure or collect identifiable sleep, mood or medical logs. Use safeguarding and health referral routes. Adapt movement, posture and viewing guidance for disability and medical needs.
CONTINUE WITH TechWell educational materials • WHO Europe: digital determinants of youth health • EU-OSHA display-screen guidance	

How the directions work together

Situation	Citizenship & communication	Productivity & learning	Health & balance
Class chat	Respect, privacy, consent, reporting	Purpose and fewer distractions	Quiet hours and reduced response pressure
Digital homework	Fair access and responsible sources	Clear workload and useful tools	Sleep, breaks and boundaries
AI-supported task	Transparency, rights and ethical use	Verification and learning value	Avoid dependency, overload and stress
Online conflict	Repair and safeguarding route	Return attention to learning	Emotional regulation and support

Why schools are central

- Schools reach students regularly and can teach skills through real learning situations.
- They set the digital environments, communication expectations and support routes used by the school community.
- They can reduce inequality by considering access, disability, language, age and different family circumstances.
- They can connect classroom learning with safeguarding, wellbeing, inclusion and school improvement.
- They can model healthy digital work for teachers and staff as well as students.

A useful first conversation

- Where does technology clearly improve learning in our school?
- Where do students, staff or families experience pressure, confusion, harm or exclusion?
- Which expectations are clear, and which depend on the individual teacher?
- What is one change that people would notice within a month?



CHAPTER 2

Digital Wellbeing Suite

A whole-school package connects growth check, strategy, guidance, learning materials, tools and badge recognition.



What is the Digital Wellbeing Suite?

Digital Wellbeing Suite for Schools

A practical school package for healthier technology use, built around three TechWell pilot directions: digital citizenship and communication; digital productivity and learning; and mental, physical and digital health. The suite helps a school start where it is, choose priorities and act with clarity.

WHAT THE SUITE CAN DO FOR A SCHOOL

Most schools do not begin with a blank page. They already have policies, caring staff, digital tools and students with clear views, but practice may be uneven. The Suite brings those separate efforts into one visible journey. It turns a broad concern into a shared picture, a few practical priorities, tested routines, classroom learning and light evidence. The gain is clarity: people know what healthy digital school life should look like, what they can do, where to get help and how the school will learn from experience.

ONE JOURNEY, FIVE USEFUL CHANGES

SEE	CHOOSE	TRY	LEARN	SHOW
a shared starting picture	priorities people understand	learning and visible routines	from voice and light evidence	progress and recognition

THREE WAYS THE CHANGE BECOMES REAL

FOR A PRINCIPAL

Parents raise concerns about late class messages while staff feel overwhelmed. The Suite helps the principal bring voices together, choose communication and boundaries as priorities, align one routine with existing policy and review it. The result is a shared expectation rather than different rules in every class.

FOR A TEACHER

Digital tasks are useful, but students lose focus or versions. The teacher tests one purposeful-choice prompt and one focus-and-transition routine, then keeps what helps. The result is a manageable lesson pattern and classroom evidence, not another platform.

FOR A STUDENT

A screenshot is shared without consent, or digital workload feels too much. The Suite makes consent, respectful repair, reporting routes, boundaries and support visible and gives students a voice. The result is knowing both how to act and how to ask for help.

FROM ISOLATED ACTIVITIES → SHARED PRACTICE → VISIBLE IMPROVEMENT



What the Suite includes

Component	How it helps the school
Growth Check	A positive readiness route that helps the school recognise strengths and growth opportunities. It is a starting conversation, not a score.
School strategy template	A six-step route from vision to action: vision, starting point, priorities, actions, roles and review.
Guidance for four groups	Clickable and printable guidance for principals, teachers, students and parents, with practical first actions.
Educational materials	Classroom modules based on the Harmony Framework and linked to DigCompEdu progression.
Tools and resources	Ready-to-use cards, checklists, routines, reflection tools and policy supports.
Badge route	A light evidence framework showing that digital wellbeing is embedded across leadership, learning, health, citizenship, inclusion and review.

The school route through the Suite

1. Start with the Growth Check and involve more than one voice.
2. Choose two priorities that are important, feasible and beneficial to students.
3. Write a one-page strategy and name the people responsible.
4. Use at least one learning activity and one visible routine in each pilot direction over time.
5. Collect short reflections and evidence; improve what did not work.
6. Prepare the evidence pack and apply for the Digital Wellbeing School badge.



CHAPTER 3

Start with the Growth Check

Six practical areas help the school see what is ready and what can grow next.

Growth Check: six areas

The result is a pattern of strengths and opportunities, never a score.



Examples first • mixed voices • two growth priorities • review date

The Digital Wellbeing Growth Check is a structured starting conversation. It is inspired by the positive-growth approach of Singapore's Living Well Digitally / Digital Wellbeing Indicator Framework⁶, but adapted for whole-school planning. It is not a score, league table, audit or judgement.

The rule

Select only what already describes normal practice in your school and can be supported with a simple example. An aspiration belongs in the strategy, not in the 'already in place' column.

⁶ <https://ctic.nus.edu.sg/living-well-digitally/>

The six Growth Check areas

Area	Select when...	Examples of evidence
Leading and planning	There is someone responsible for coordinating digital wellbeing.	Named lead or small group; link to school plans; meeting time.
Teaching and learning	Teachers already discuss healthy and responsible technology use with learners.	Lessons, routines, common prompts and teacher support.
Health, attention and balance	The school notices digital stress, distraction, sleep, movement or ergonomic issues.	Breaks, transitions, boundaries and support routes.
Digital citizenship, safety and ethics	Students learn about online respect, privacy, safety and responsible participation.	Class agreements, consent, reporting, AI and information checks.
Inclusion and family partnership	Parents receive guidance, and students with different needs are considered.	Accessible alternatives, family communication and student voice.
Evidence and reflection	The school reviews what changes and uses feedback from students, teachers and families.	Short reflections, workload notes, feedback and incident patterns.

How to run the Growth Check

- Invite a small mixed group: one leader, one or two teachers, a student voice and a parent or support professional where possible.
- Allow 30–45 minutes. Read each statement and ask for a real example before selecting it.
- Record one strength and one growth opportunity for each area. Do not calculate a total score.
- Look for the overall pattern: where is practice shared and consistent, and where does it depend on individuals?
- Choose two growth opportunities to carry into the strategy. Share the result in plain language with staff, students and families.

Reading the pattern without scoring

Growth stage	What the pattern may look like	Best next move
First steps	The school has examples, but there is no shared direction yet.	Name a coordination group and agree a short vision.
Building consistency	Several areas are active, but practice varies between classes or groups.	Choose two priorities and make one routine common.
Established practice	Most areas have shared routines and evidence from more than one group.	Strengthen inclusion, review and student/family ownership.
Leading and sharing	Practice is sustained, reviewed and shared with other schools.	Mentor peers, improve tools and contribute evidence to TechWell.

First steps: your starting point

The school has a useful opportunity to build a shared starting point before choosing actions. This is not a score; it is a practical reading of what is already in place and what can grow next.

What already looks ready

Start by collecting examples from teachers, students and families. The first strength is the decision to look at digital wellbeing together.

Growth opportunities

- Clarify ownership: name a small coordination group and connect digital wellbeing to existing wellbeing, safety or digital learning plans.
- Make teaching support easier: provide ready modules, sample lesson prompts and shared routines so teachers do not need to invent everything alone.
- Move from noticing issues to clear support routines: attention breaks, screen transitions, ergonomic checks and confidential help routes.
- Connect citizenship to everyday behaviour: class agreements, reporting routes, consent before sharing and respectful communication in online spaces.
- Strengthen shared language with families and design materials that are accessible, multilingual where needed and non-judgemental.
- Keep evidence light and useful: reflections, workload notes, student voice, parent feedback and incident patterns — not heavy reporting.

Suggested first actions

- Create a three-person coordination group with one leader, one teacher and one student or parent voice.
- Choose one Harmony Framework module and test it in two classes during the next month.

Output from the Growth Check

A one-page starting-point profile: three strengths, two growth opportunities, the people consulted and the date for the next review.



CHAPTER 4

Build a simple school strategy

Six steps turn a shared vision into visible routines and a review cycle.

The six-step strategy

A one-page plan is enough when its actions are visible and owned.



Agree → understand → choose → act → involve → improve

The strategy is simple enough to use and complete enough to guide the school from vision to action. It follows a whole-school approach and connects digital wellbeing with existing wellbeing, safeguarding, inclusion and digital learning priorities.

The six-step strategy route

1. Vision: agree what healthy digital school life should feel like

A useful vision is short enough to remember and practical enough to guide decisions. It says what technology should make easier and what it should never damage.

- What should technology make easier for learning?
- What should technology never damage: sleep, safety, attention, respect, inclusion or relationships?
- What common language will the school use with students and families?

Output

A 5 - 7 sentence vision that teachers, students and parents can understand.

2. Starting point: describe strengths and growth needs without judgement

Use the Growth Check, student voice, teacher experience, parent feedback and relevant school information. Summarise patterns rather than listing every problem. Include access, disability, language and age considerations.

3. Priorities: choose two

Two priorities are usually enough for the first cycle. Test each option against four questions: Will it benefit students? Is it urgent? Is it feasible in the next 8–12 weeks? Will it improve fairness or

inclusion? Choose a balanced pair, such as one learning priority and one communication or health priority.



4. Actions: make the strategy visible

For each priority, select one visible routine, one learning action and one support or system action. Write the owner, date and evidence on the same line.

Action type	Example	Light evidence
Visible routine	Quiet hours for class communication	Published norm + two short pulse checks
Learning action	Healthy Digital Habits lesson in two year groups	Teacher reflection + student exit ticket
Support/system action	Confidential digital-concern route	Route displayed + aggregate use pattern

5. Roles: involve each group

Name a coordination lead and identify what principals, teachers, students, parents, support staff and the data-protection or safeguarding lead will contribute. Protect staff time: a new digital expectation should replace or simplify something where possible.

6. Review: learn what improved

Set a review date before starting. Ask what improved, what was difficult, who did not benefit and what should change. Keep actions that work, adapt those that almost work and stop those that create unnecessary burden or risk.



The one-page strategy

Section	Write this
Vision	5 -7 sentences describing healthy digital school life
Starting point	3 strengths, 2 growth opportunities, voices consulted
Priority 1	Goal, visible routine, learning action, support action
Priority 2	Goal, visible routine, learning action, support action
Roles	Coordinator, leadership sponsor, teacher, student and parent roles
Review	Date, evidence sources, three reflection questions



A practical 90-day rhythm

Days	Focus	What the school should have
0–30	Listen and decide	Growth Check, coordination group, vision, two priorities
31–60	Teach and test	Modules in classrooms, visible routines, student/family communication
61–90	Review and embed	Feedback summary, improved routines, next cycle and badge evidence file

Example: a manageable first cycle

Priority pair

Priority 1: reduce pressure and conflict in school-related communication.

Priority 2: improve focus and balance in digitally intensive lessons.

- Co-create a Class Chat Code with two year groups and agree quiet hours.
- Use a 40-5 focus-and-transition routine in selected lessons.
- Teach Emotional Intelligence and Healthy Digital Habits modules.
- Send a one-page parent explanation and invite short feedback.
- Review micro-polls, teacher notes and student examples after eight weeks.

Before launch

- Confirm the safeguarding and confidential support route for any concern raised during the activities.
- Check accessibility, language and a meaningful alternative for students who cannot use the chosen digital route.
- Prepare one clear message for students, staff and families explaining the purpose and expectations.
- Put owners, dates and the review point where the coordination group can see them.

Save only what helps you learn

Keep the one-page strategy, one example of each action, an anonymous feedback summary and the review decision. Avoid collecting private messages or unnecessary personal data.

A simple launch message

Adapt and publish

‘Our school is strengthening digital wellbeing so that technology supports learning, safety, health and relationships. We will begin with two priorities, test practical changes and listen to students, staff and families. This is a shared improvement process, not a judgement of individuals. We will report what we learn and what happens next.’

CHAPTER 5

Guidance for the whole school community

Clear, realistic roles help everyone act without creating a new burden.

One community, four roles

Each group contributes a different part of the whole-school approach.



Clear direction • classroom practice • student agency • home-school consistency

Digital wellbeing becomes part of school culture when each group knows what it can do and how it can influence decisions. The guidance below should be adapted to the school's age groups, context, policies and support services.





For principals and school leaders

Set direction, connect existing plans, protect staff capacity and make improvement visible.

Your role

Make digital wellbeing a normal part of school improvement, not a one-week campaign.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Name a small coordination group and give it time to meet. • Use the Growth Check before choosing priorities, so the school starts from evidence and experience. • Connect the strategy to existing wellbeing, safeguarding, inclusion and digital learning plans. | <ul style="list-style-type: none"> • Protect staff wellbeing: do not introduce new digital expectations without removing or simplifying something else. • Communicate one simple message to families: the school is helping students use technology with purpose, balance, safety and care. |
|---|---|

First 30 days: run the Growth Check, choose two priorities, publish a one-page direction and agree how students and parents will give feedback.

Useful tools: School Vision Card; coordination checklist; policy alignment map; monthly review template.

A principal's story: from concern to a shared plan

One existing meeting, four practical tools and a visible 30-day result.

THE SITUATION

On Monday morning, Principal Elena hears three connected concerns: teachers feel that messages arrive at all hours, students say class-chat rules differ between subjects, and families are unsure where to raise a concern. None requires a new programme on its own, but together they show that the school needs one shared direction. Elena uses the next wellbeing meeting, rather than creating another committee, to begin a manageable 30-day cycle.

How the tools are used

Tool in action	When, how and useful result
01 Growth Check	When: the first 30-minute coordination meeting. How: one leader, one teacher and one student or parent representative select the statements that already describe the school; each brings two real examples. Useful result: a shared starting-point profile, not a score.
02 School Vision Card	When: immediately after the Growth Check. How: the group answers what technology should make easier and what it should never damage, then drafts 5–7 plain-language sentences and tests them with staff and students. Useful result: a one-page direction people can remember.
03 Priority filter + policy alignment map	When: before approving new actions. How: compare possible priorities by urgency, feasibility and student benefit; then mark where the chosen two already connect to wellbeing, safeguarding, inclusion and digital-learning plans. Useful result: named owners without another stand-alone policy.
04 Monthly review sheet	When: a 20-minute review after 30 days. How: look at routine evidence, workload notes and short student and family feedback; keep one action, adjust one and record why. Useful result: a small decision log that shows progress without heavy reporting.

What changes after 30 days

Teachers now use one agreed message about purpose, balance, safety and care; two pilot priorities have owners and a review date; students and families know how to give feedback. Elena keeps the vision card, the two-priority action note and the monthly review as light evidence for the badge route.

Open and use

- [Open the TechWell Digital Wellbeing Suite](#) — Use it to move from the starting point to a school-wide action route.
- [Open SELFIE for schools](#) — Use later if the school wants a broader, anonymous reflection on digital learning.



For teachers

Turn digital wellbeing into normal classroom routines, learning conversations and support.

Your role

Help students connect digital choices with learning, relationships and health through normal classroom practice.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Explain the purpose of a digital tool before students open it. • Mix digital and non-digital methods when this improves attention, accessibility or understanding. • Use short discussion prompts about privacy, tone, information quality, AI use, stress and boundaries. | <ul style="list-style-type: none"> • Agree class routines for devices, notifications, group work, screenshots and asking for help. • Notice changes in attention or wellbeing, but do not diagnose. Use the school's support and safeguarding route. • Record a two-minute reflection after a new activity: what helped learning, who struggled and what to change. |
|--|--|

First 30 days: teach one Harmony module, test one focus or communication routine and ask students for a three-question exit reflection.

Useful tools: balanced lesson card; Class Chat Code; focus-and-transition routine; teacher reflection note.



A teacher's story: one routine, tested in one class

A two-week pilot that fits inside an existing lesson sequence.

THE SITUATION

In one class, Ms Petrova notices that students open devices before the task is clear, the class chat repeats the same questions and one learner regularly misses instructions. She does not redesign the whole course. She chooses a planned lesson, explains that the class will test one healthier way of working for two weeks, and tells students that their feedback will decide what changes.

How the tools are used

Tool in action	When, how and useful result
01 Balanced lesson card	When: during normal lesson planning. How: write the learning purpose, the reason a device is useful, one no-screen moment and the access alternative for anyone who needs it. Useful result: a familiar lesson plan with clearer digital and non-digital choices.
02 Focus-and-transition routine	When: every time devices open or close. How: state the purpose first, give a visible work interval, pause notifications, then close or turn devices over for a short recap. Useful result: fewer lost starts and a predictable transition that can be repeated in other lessons.
03 Class Chat Code	When: after students have experienced the new routine. How: co-write five lines covering purpose, tone, quiet hours, consent before screenshots and the help route; pin the code in the learning platform and rehearse it with one short scenario. Useful result: an agreement students helped shape.
04 Three-question exit reflection	When: at the end of the lesson and again after two weeks. How: ask what helped attention, what made participation harder and what one change should be tested next; review answers as an anonymous tally. Useful result: a short teacher reflection and one evidence-based adjustment.

What changes after 30 days

The class keeps the transition routine because students say it makes the task clearer, shortens the Chat Code after testing it, and adds a non-digital instruction card for students who need it. The teacher keeps one lesson card, the agreed code, the anonymous tally and a brief reflection—not student names.

Open and use

- [Open TechWell educational materials](#) — Choose an adaptable Harmony activity that supports the lesson goal.
- [Open TechWell levels and units](#) — Find the most suitable level before choosing a classroom unit.
- [Open SELFIE for Teachers](#) — Use for a private professional reflection on digital teaching practice.





For students

Shape the agreements, routines and help routes that affect digital school life.

Your role

Be a co-designer of digital school life, not only a recipient of rules.

- Share what supports or harms learning, attention, safety and belonging in digital spaces.
- Help write class agreements in language students will actually use.
- Ask for consent before sharing images, screenshots or personal information.

- Pause, clarify and use repair language before an online conflict grows.
- Use support and reporting routes; do not investigate or publicly expose another student.
- As a student ambassador, promote routines and collect anonymous feedback without monitoring classmates.

First 30 days: identify one digital-life strength, one pressure point and one change students want to co-create.

Useful tools: Student Insights Wall; scenario cards; micro-poll; ambassador role card.

A student's story: turning a pressure point into a safer routine

Student voice leads to a clear agreement and a help route—not peer monitoring.

THE SITUATION

During a group project, a screenshot from the class chat is reshared without permission. Sam sees that students are upset and the conversation is becoming personal. Sam does not investigate, collect chat evidence for the pilot or monitor classmates. Instead, Sam uses the school's normal help route and later brings the general pressure point - consent before sharing - to the student ambassador meeting.

How the tools are used

Tool in action	When, how and useful result
01 Student Insights Wall	When: before deciding what students want to improve. How: collect anonymous or aggregated answers to three prompts—what helps, what creates pressure and what should change; remove names and personal details before discussing themes. Useful result: one student-defined priority.
02 Scenario card: pause, clarify, repair	When: in a class or ambassador session. How: use a fictional scenario to practise pausing further sharing, asking what was meant, acknowledging harm, removing or repairing a post and seeking adult help. Useful result: language students can use before conflict escalates.
03 Consent-before-sharing prompt	When: before photos, screenshots, recordings or student work are posted. How: co-write one quick permission question, state where the item will be used and make it easy to say no or withdraw consent. Useful result: a visible routine that protects choice without stopping creative work.
04 Safe Reporting Map + micro-poll	When: once the class agreement is ready. How: show the named adult, confidential route and emergency pathway; after two weeks, use three anonymous questions to check whether students know what to do. Useful result: a help route students can explain in their own words.

What changes after 30 days

The class adds consent before screenshots to its Chat Code, places the Safe Reporting Map beside the learning-platform link and rehearses one fictional scenario. Students know how to pause and ask for help; the ambassador shares only aggregated feedback and is never asked to investigate or monitor peers.

Open and use

- [Open TechWell educational materials](#) — Use a module or scenario with a teacher or student group.
- [Explore the European Better Internet for Kids approach](#) — See how participation, protection and empowerment fit together.



For parents and carers

Build realistic home–school consistency through dialogue, boundaries and support.

Your role

Support a consistent, realistic link between school and home without blame or surveillance.

- Discuss what technology helps your child do, not only how long it is used.
- Agree age-appropriate routines for sleep, homework, meals, movement and notifications.
- Use respectful school communication and follow the agreed route for concerns.

- Model boundaries, including times when adults are not expected to answer messages.
- Tell the school when access, language, disability, work schedules or family circumstances make a routine difficult.
- Seek support when online experiences affect safety or wellbeing; avoid public accusation in parent groups.

First 30 days: read the school's one-page direction, discuss one shared home–school routine and provide short feedback.

Useful tools: parent guide; home–school norms agreement; conversation prompts; feedback card.



Shared safeguards

Always	Avoid
Use existing safeguarding routes when serious harm is disclosed.	Collecting screenshots, chat transcripts or identifiable 'digital diaries' for programme evidence.
Keep student feedback anonymous or aggregated where possible.	Asking student ambassadors to monitor peers.
Provide accessible alternatives and include students with different needs.	Making third-party messaging the only route for essential participation.
Separate support from discipline and treat concerns confidentially.	Publicly ranking classes, teachers or families by digital wellbeing.

When a student asks for help

- Listen calmly, thank the student and avoid promising complete secrecy.
- Check whether anyone is in immediate danger or needs urgent support.
- Follow the school's safeguarding, pastoral or reporting route; do not investigate alone.
- Share information only with the people who need it and record it through the normal school process.
- Explain what happens next and, when appropriate, check back with the student.

Staff digital wellbeing matters

Agree realistic response expectations, protect focused work and meeting time, and review whether new platforms or messages add avoidable workload. Adults need the same clarity and support the school expects for students.



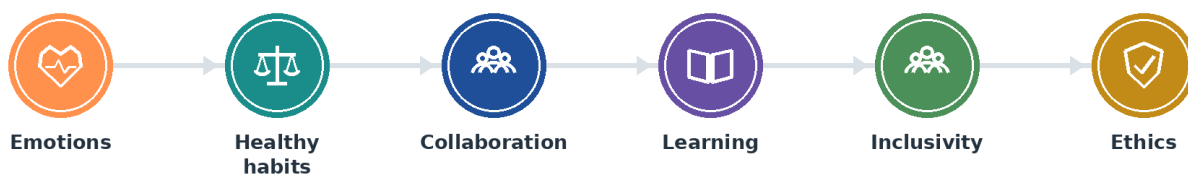
CHAPTER 6

Educational materials: the Harmony learning route

Nine modules let schools choose relevant learning without losing the whole-school picture.

Harmony learning route

Nine modules connect skills, learning, relationships, ethics and health.



Choose relevant modules • create a useful artefact • connect learning to strategy

The educational materials are based on the TechWell Harmony Framework. They connect digital skills with emotions, relationships, physical health, learning, citizenship and ethical participation. Schools can start with the modules that match their priorities and build a balanced route over time.

The nine modules

No.	Module	Harmony connections	Student-facing purpose
01	Emotional Intelligence	Mental health · Relationships · Communication	Recognise emotions triggered online, practise empathy and use calm response routines.
02	Healthy Digital Habits	Physical health · Environment · Mental health	Examine screen routines, sleep, movement, posture and device boundaries.
03	Digital Collaboration	Productivity · Communication · Relationships	Work together online without confusion, exclusion or overload.
04	Digital Learning	Productivity · Tech-enabled health · Environment	Learn effectively, verify information and manage digital workload.
05	Inclusivity	Relationships · Environment · Communication	Make digital spaces accessible, respectful and welcoming.
06	Mental Health	Mental health · Relationships	Identify digital fatigue, stress triggers, support options and help routes.
07	Digital Creativity	Productivity · Tech-enabled health · Digital citizenship	Move from passive consumption to creative and ethical production.
08	Digital Literacy	Digital citizenship · Communication · Productivity	Search, verify, interpret and use digital information responsibly.
09	Ethical Use of Technology	Digital citizenship · Relationships · Tech-enabled health	Discuss rights, responsibilities, privacy, consent, AI and fair use.

Choose a balanced starting route

Pilot direction	Good starting modules	Possible school artefact
Digital citizenship & communication	Ethical Use of Technology; Digital Collaboration; Emotional Intelligence	Class Chat Code or respectful communication charter
Digital productivity & learning	Digital Learning; Digital Literacy; Digital Creativity	Balanced lesson routine or digital workload agreement
Mental, physical & digital health	Healthy Digital Habits; Mental Health; Inclusivity	Attention-break routine, support map or home–school agreement

Minimum for a first cycle

Choose at least one module linked to each pilot direction across the school year. In the first 8–12 week cycle, two or three well-used modules are better than nine rushed lessons.

A simple classroom routine

- **Before:** identify the real school situation, age group and learning purpose; check accessibility and emotional safety.
- **During:** use a short scenario, discussion or co-design activity; avoid asking students to reveal private communications.
- **Create:** produce a useful artefact such as a class agreement, decision guide, focus routine or help map.
- **Reflect:** ask students what changed in their understanding and what the school should do differently.
- **Connect:** share the learning with leadership and families where relevant, and use it in the school strategy.

Flexible progression for teachers

TechWell materials use the A1-C2 progression familiar from DigCompEdu. The levels are a route for professional growth, not a fixed hierarchy. Teachers may begin at the level that fits the topic and move between levels as needed.

Level	Practical interpretation for digital wellbeing
A1 Newcomer	Understands the basic idea and tests one clear routine.
A2 Explorer	Uses a module and reflects on how students respond.
B1 Integrator	Applies approaches across subjects and adapts them to the class.
B2 Expert	Combines tools confidently and supports colleagues.
C1 Leader	Leads whole-school strategy and mentors staff.
C2 Pioneer	Develops new approaches and contributes evidence to the wider community.

Where to access the materials

[Open the TechWell educational materials](#) • [Explore TechWell levels and units](#)

The educational materials include classroom learning units and guidance for the wider school community. The Guide for Parents and Guide for School Directors are part of this resource offer, helping families and school leaders reinforce classroom learning through shared habits, expectations and school-level practice.

Educational materials

Start here to choose a language, explore the A1–C2 learning units and open teacher guidance and activities.

<https://techwellproject.eu/educational-materials/>

Guide for Parents

Use with families to discuss balanced digital habits and consistent expectations between school and home.

<https://techwellproject.eu/en/guide-for-parents/>

Guide for School Directors

Use with school leaders to connect digital wellbeing policies, responsibilities and implementation across the school.

<https://techwellproject.eu/en/guide-for-school-directors/>

Share the relevant guide when introducing the school strategy or a new home–school routine.



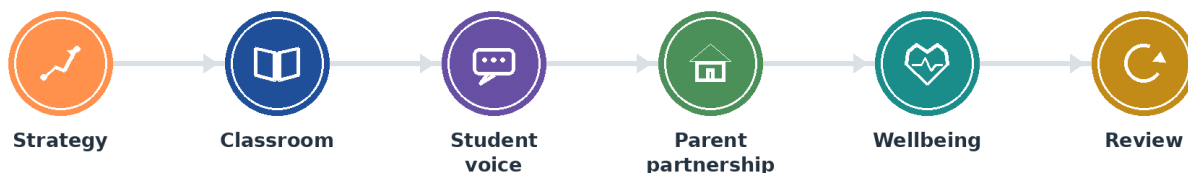
CHAPTER 7

Tools and resources for immediate use

Seven tool families help leaders, classrooms, students and families act now.

Tools that make action easier

Use the smallest practical tool that supports the school's chosen priorities.



Ready-to-use • adaptable • accessible • privacy-preserving

Tools should reduce effort and make good practice easier. They are not a separate programme. Choose the smallest tool that helps the school carry out its strategy, and adapt language to the school context.



The seven tool families

Family	Main users	Examples
Strategy tools	Leaders and coordination group	Vision card; priority filter; policy alignment map; 90-day plan
Classroom tools	Teachers and students	Balanced lesson card; focus routine; scenario prompts; Class Chat Code
Student voice tools	Students and ambassadors	Insights Wall; micro-poll; feedback token; co-design canvas
Parent partnership tools	Families and school staff	Parent guide; home–school norms agreement; conversation card
Wellbeing tools	Students, staff and support teams	Mood/focus check-in; break routine; support map; workload check
Safety and ethics tools	Leaders, teachers, students	Consent-before-sharing prompt; reporting route; AI and privacy questions
Review tools	Coordination group	Monthly review sheet; evidence log; anonymous feedback summary; badge checklist

Ten practical tools

1. School Vision Card

Write: 'In our school, technology helps... We protect... Students can... Staff can... Families can... When something goes wrong... We review...'

2. Priority Filter

Rate each possible action by student benefit, urgency, feasibility and equity. Select only two priorities for the cycle.

3. Class Chat Code

Agree purpose, respectful tone, quiet hours, consent before sharing, inclusion, response expectations and the conflict/help route.

4. Focus-and-Transition Routine

Name the learning purpose; use a focused period; silence non-essential notifications; pause; move or look away; summarise before the next activity.

5. Balanced Lesson Card

Ask whether the digital element adds learning value, whether an accessible alternative exists and where a non-digital moment would help.

6. Digital Workload Check

List platforms, digital homework, expected response times and peak periods. Remove duplication and clarify deadlines.

7. Mood and Focus Micro-poll

Use 1–3 anonymous items: 'I could focus'; 'digital work felt manageable'; 'I knew where to get help'. Track patterns, not individuals.

8. Home–School Norms Agreement

Agree homework boundaries, communication channels, response expectations, sleep-friendly routines and how families can request an alternative.

9. Safe Reporting Map

Show the named adult, confidential route, anonymous option if available, safeguarding escalation and emergency contact. Keep it visible.

10. Monthly Review Sheet

Record what was tried, what changed, who benefited, what was difficult, any safety or inclusion issues and the next adjustment.

Use data carefully

Privacy-preserving evidence

Do not collect chat transcripts, screenshots, message content or identifiable student 'digital diaries' as programme evidence. Prefer anonymous micro-polls, aggregated incident categories, teacher reflections and student-created artefacts. Safeguarding needs are handled through normal school procedures, not research logs.

External tools that may complement the suite

Resource	Use	Important note
SELFIE	Whole-school reflection on digital technology for learning	Use as complementary evidence; it is not a digital wellbeing score.
SELFIEforTEACHERS / DigCompEdu	Teacher professional reflection and development	Use aggregated results to plan support, not to rank teachers.
Built-in device tools	Screen-time, focus, downtime and notification awareness	Use voluntarily and avoid collecting personal device data centrally.
Safer Internet Centres	Advice, helplines and online safety resources	Connect to national safeguarding and support routes.



CHAPTER 8

The Digital Wellbeing School badge route

Six commitments and a light evidence pack show that practice is whole-school and sustainable.

The badge route

Whole-school evidence shows a coherent practice, not perfection.



Six commitments • short evidence pack • annual improvement cycle

The badge recognises a school that has moved from individual activities to a shared and improving whole-school approach. It is not a reward for perfect technology use and it does not require the school to eliminate every digital challenge.

Badge principle

Show that the school has listened, planned, acted across all three pilot directions, protected rights and inclusion, and used evidence to improve.

The six badge commitments

Commitment	What a badge-ready school can show
1. Leadership and strategy	A named coordination group, a clear one-page strategy and links to existing school plans.
2. Teaching and learning	Teachers use relevant Harmony materials and shared routines that support purposeful, balanced learning.
3. Health, attention and balance	The school addresses stress, distraction, movement, ergonomics, sleep or disconnection through visible support and routines.
4. Citizenship, safety and ethics	Students learn and practise respect, privacy, consent, information integrity, responsible AI use and safe reporting.
5. Inclusion and partnership	Students and families have a voice; accessible alternatives and different needs are considered.
6. Evidence and improvement	The school reviews actions using light, privacy-preserving evidence and agrees the next cycle.

Minimum implementation evidence

- Completed Growth Check with examples and more than one stakeholder voice.
- One-page school strategy with two priorities, owners, actions and a review date.
- At least one implemented action connected to each of the three TechWell pilot directions across the school year.
- Educational activity evidence from at least two classes or year groups, using relevant Harmony modules.
- A visible whole-school routine or agreement, such as a Chat Code, communication boundary, focus routine or support map.
- Evidence that students and parents were informed and had a meaningful opportunity to contribute.
- Safeguarding, privacy, accessibility and inclusion checks for the actions used.
- A short review showing what improved, what did not work and what the school will do next.

A 12-week badge preparation route

When	Main activity	Evidence saved
Weeks 1–2	Growth Check and coordination	Starting profile, participant list, named roles
Weeks 3–4	Strategy and communication	One-page strategy, family/student message
Weeks 5–9	Teach and test actions	Lesson artefacts, routine, brief implementation notes
Weeks 10–11	Collect feedback and review	Anonymous summaries, teacher reflections, adjustments
Week 12	Complete and submit evidence pack	Checklist, leadership sign-off, next-cycle plan

The evidence pack

Keep the pack short. A practical pack can be reviewed in 30–45 minutes and should normally include:

- Growth Check summary
- School strategy
- Action and evidence log
- Two or three examples of student/classroom artefacts, anonymised where needed
- Student, staff and parent feedback summary
- Review decision and next-cycle plan
- Leadership confirmation that safeguarding, privacy, accessibility and inclusion requirements were followed

Verification and continuous improvement

Submit the pack through the route published by TechWell or the national partner. Verification checks coherence and evidence, not presentation quality; a short conversation may clarify practice. Review the strategy annually, repeat the Growth Check and make one improvement visible to the school community.

- **Badge ready** - the six commitments are evidenced and the school has a next-cycle plan.
- **Ready with small actions** - the approach is strong; a small number of clearly stated actions must be completed.
- **Continue the growth route** - the school receives practical feedback and can resubmit after the next implementation cycle.

Appendix A — One-page school strategy template

School: _____ School year: _____

Coordination lead: _____ Review date: _____

1. Our vision

In 5–7 sentences, describe what healthy digital school life should feel like and what technology must never damage.

2. Our starting point

Three strengths	Two growth opportunities	Voices consulted

3. Priorities and actions

Priority	Visible routine	Learning action	Owner / date	Evidence
1.				
2.				

4. Roles

Leadership sponsor: _____ Teacher lead: _____

Student voice: _____ Parent/support voice: _____

5. Review questions

- ☐ What improved and for whom?
- ☐ What was difficult or created burden?
- ☐ What will we keep, adapt or stop?



Appendix B – 30-60-90 day implementation plan

Period	Actions	Owner	Date	Evidence / status
Days 0–30 Listen and decide	Growth Check; group; vision; two priorities; communication			
Days 31–60 Teach and test	Modules; routines; student and family involvement; support route			
Days 61–90 Review and embed	Feedback; adaptations; next cycle; badge evidence			

Weekly coordination note

Week	What happened	What we learned	Support / decision needed



Appendix C - Growth Check and role checklists

Growth Check — select only when normal practice and an example already exist.

- Leading and planning — someone coordinates digital wellbeing.
- Teaching and learning — teachers discuss healthy and responsible technology use.
- Health, attention and balance — the school notices and responds to digital stress, distraction, sleep, movement or ergonomic issues.
- Digital citizenship, safety and ethics — students learn online respect, privacy, safety and responsible participation.
- Inclusion and family partnership — families receive guidance and different student needs are considered.
- Evidence and reflection — feedback is used to improve practice.

Role readiness

Group	We are ready when...
Leaders	A group, priorities, time, policy links and a review date are agreed.
Teachers	Modules, routines, support routes and reflection time are available.
Students	They can influence decisions and report concerns safely.
Parents	They understand the direction and can request support or alternatives.



Appendix D - Feedback tools

Student weekly micro-poll (anonymous)

Use a four-point response: strongly disagree / disagree / agree / strongly agree.

- ☐ This week I could focus during digital learning activities.
- ☐ Digital schoolwork felt manageable.
- ☐ Communication in our school-related digital spaces felt respectful.
- ☐ I knew where to ask for help if something online worried me.
- ☐ One thing that helped was: _____ One change I suggest: _____

Teacher reflection (two minutes)

- ☐ What helped learning or participation?
- ☐ Where did students lose focus, feel pressure or face access barriers?
- ☐ What will I change next time?
- ☐ Is any safeguarding or support follow-up needed through the normal route?

Parent / carer feedback

- ☐ The school's digital wellbeing direction is clear.
- ☐ The agreed communication and homework expectations are realistic for our family.
- ☐ I know how to raise a concern or request an alternative.
- ☐ One useful change I noticed: _____
- ☐ One improvement I suggest: _____



Appendix E - Badge evidence pack checklist

- ☐ Growth Check summary, date and participants
- ☐ One-page strategy and leadership approval
- ☐ Coordination roles and meeting record
- ☐ Actions covering all three TechWell pilot directions
- ☐ Educational activity evidence from at least two classes or year groups
- ☐ One visible whole-school routine or agreement
- ☐ Student voice evidence
- ☐ Parent/family information and feedback evidence
- ☐ Safeguarding, privacy, accessibility and inclusion confirmation
- ☐ Anonymous feedback and review summary
- ☐ Next-cycle plan
- ☐ Permission check for any photographs or published student work

School confirmation

We confirm that the evidence is accurate, proportionate and privacy-preserving, and that safeguarding concerns were handled through the school's established procedures.

Principal / authorised leader: _____ Date: _____

Digital wellbeing coordinator: _____ Date: _____



Appendix F - Glossary and sources

Short glossary

Term	Plain-language meaning
Digital wellbeing	Using digital technology in ways that support health, learning, relationships, rights and participation.
DWS	Digital Wellbeing Suite: the TechWell package of strategy, guidance, materials, tools and review supports.
Harmony Framework	TechWell's connected view of digital citizenship, productivity, environment, communication, relationships and health.
Whole-school approach	Leadership, teaching, students, families, support services and school systems working in the same direction.
Student voice	Students having a meaningful and safe influence on decisions that affect their digital school life.
Light evidence	Short, useful and privacy-preserving information that helps the school learn and improve.
Digital citizenship	Participating online safely, responsibly, critically, ethically and respectfully.
Digital productivity	Using technology purposefully to learn, create, organise and collaborate without unnecessary overload.

Core project and external sources

7. [TechWell project — official website](#)
8. [TechWell Digital Wellbeing Suite](#)
9. [TechWell educational materials](#)
10. [TechWell levels and units](#)
11. [European School Education Platform — Developing digital wellbeing in classrooms](#)
12. [WHO/Europe — Teens, screens and mental health](#)
13. [WHO/Europe — Cyberbullying among school-aged children](#)
14. [OECD — PISA 2022 Results, Volume II: digital distraction in lessons](#)
15. [UNESCO — 2023 Global Education Monitoring Report: appropriate use of technology](#)
16. [European Commission JRC — DigCompEdu](#)
17. [European Commission — SELFIE](#)
18. [European strategy for a Better Internet for Kids \(BIK+\)](#)
19. [NUS Centre for Trusted Internet and Community — Living Well Digitally / DWIF](#)
20. [TechWell Grant Agreement 101195919 and consortium working documents](#)

Publication note

This guide consolidates TechWell project materials available at the time of preparation. Schools should use the live TechWell website for the newest materials, badge process and national contact route. The official EU funding acknowledgement and project number appear on the cover.

