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DWELL
DIGITAL WELL BEING

DWELL

A holistic approach for the well-being in the broader digital education ecosystem



D3.1 FRAME-DWELL Framework

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DWELL Teachers' Digital Wellbeing Framework Overview

Introduction

The DWELL Teachers' Digital Wellbeing Framework provides a structured reference for strengthening teachers' capacity to use digital technologies in ways that support learning while protecting and promoting student wellbeing. It recognises that digital education is no longer only a matter of technical competence, but also of pedagogical judgement, inclusion, ethical responsibility, and awareness of how digital environments influence attention, behaviour, relationships, emotional safety, and participation.

The framework is organised around two progressive levels of professional development. Level 1 — Foundation Practitioner focuses on the responsible and purposeful integration of digital tools in everyday teaching, with attention to student wellbeing, balanced participation, and safe classroom routines. Level 2 — Digital Wellbeing Ambassador extends this profile into leadership, mentoring, innovation, and systemic action, enabling teachers to support colleagues, influence school culture, and contribute to sustainable wellbeing-oriented digital education.

The two levels represent progressive professional profiles rather than mandatory stages that every teacher is expected to complete. Progression is developmental and may be supported through professional learning, reflective practice, demonstrated application of digital wellbeing principles, and increasing involvement in mentoring, collaborative, and school-wide initiatives. Level 2 therefore represents an advanced professional profile for educators who take on broader leadership and mentoring responsibilities, rather than an expectation for all teachers.

Across both levels, the framework addresses five interrelated areas: purposeful integration of digital tools, student wellbeing awareness, inclusive digital practice, AI and critical digital literacy, and wellbeing communication and leadership. Together, these areas reflect a holistic understanding of digital wellbeing in education, combining knowledge, skills, and competences that help teachers create learning environments that are inclusive, balanced, critically informed, and responsive to the diverse needs of learners.

By setting out clear expectations for teacher development, the DWELL framework supports schools in moving beyond fragmented or reactive uses of technology toward more coherent and wellbeing-oriented digital practices. It is intended not only to guide classroom practice, but also to strengthen collaboration with families, promote ethical and inclusive innovation, and contribute to school communities in which digital participation enhances learning, resilience, equity, and long-term wellbeing.

Framework Areas at a Glance

Area	Theme	Level 1 — Foundation Practitioner	Level 2 — Digital Wellbeing Ambassador
A	**Digital Tools & Purposeful Integration**	Uses tools with clear pedagogical purpose; applies school policies consistently	Designs wellbeing-positive learning environments; innovates digital lesson design
B	**Student Wellbeing Awareness**	Monitors for overload signals; structures digital routines; models healthy habits	Proactively leads wellbeing interventions; builds school-wide protective culture
C	**Inclusive Digital Practice**	Differentiates for SEN/diverse learners; addresses digital divide	Applies advanced UDL; leads inclusive digital design; mentors colleagues
D	**AI & Critical Digital Literacy**	Guides responsible AI use; teaches source evaluation	Leads AI ethics programme; designs AI-robust assessment; influences policy
E	**Wellbeing Communication & Leadership**	Communicates digital expectations to students & families	Leads cross-stakeholder wellbeing initiatives; influences school & system policy

LEVEL 1 — Foundation Practitioner

At this level, teachers integrate digital technologies responsibly and with wellbeing awareness. They use tools purposefully, apply school policies, and demonstrate foundational competence in inclusive and critical digital practice. Corresponds broadly to DigCompEdu B1 (Integrator) with explicit wellbeing orientation.

LEVEL 1 — Foundation Practitioner			
Area	**KNOWLEDGE What teachers know & understand**	**SKILLS What teachers are able to do**	**COMPETENCES What teachers demonstrate in practice**
A Digital Tools & Integration	Understands the pedagogical purpose of key digital tools; knows the impact of technology on student wellbeing across emotional, cognitive and behavioural domains; is aware of school digital policies and DigCompEdu principles.	Selects tools based on learning objectives and wellbeing considerations; implements digital routines; balances digital and non-digital methods; follows school phone and device policies consistently.	Designs lessons with clear digital purpose; maintains predictable digital routines; creates structured screen-free intervals; uses tools to enhance rather than replace learning.
B Student Wellbeing Awareness	Recognises signs of digital overload, compulsive use and screen fatigue; understands how excessive or fragmented digital use affects concentration, mood and social behaviour; knows basic stress and self-regulation concepts in digital contexts.	Monitors students for wellbeing indicators; adjusts screen time in response to observed signs; structures emotional regulation breaks; communicates clearly about digital boundaries.	Proactively adjusts classroom digital environment to protect student wellbeing; responds appropriately to individual distress or disengagement linked to digital use; models healthy digital habits.
C	Knows principles of Universal Design for Learning (UDL); is aware of the digital divide and	Differentiates digital tasks for varied learner needs; reduces cognitive load in task design;	Consistently adapts digital activities for SEN students; ensures equitable participation;

LEVEL 1 — Foundation Practitioner			
Area	**KNOWLEDGE What teachers know & understand**	**SKILLS What teachers are able to do**	**COMPETENCES What teachers demonstrate in practice**
Inclusive Digital Practice	inequalities in access; understands how neurodiverse students (ASD, ADHD, dyslexia) experience digital learning differently; knows basic assistive technologies.	provides scaffolding for students with lower digital competence; ensures physical access to devices for all students.	uses differentiated instruction in digitally-enabled lessons; recognises and reports access barriers.
D AI & Critical Digital Literacy	Understands how AI tools work and their risks in educational contexts; knows methods for source evaluation and fact-checking; understands the concept of algorithmic personalisation and filter bubbles.	Guides students in responsible and critical use of AI tools; introduces source verification tasks; teaches the distinction between reliable and unreliable digital information; designs tasks that require independent thinking.	Embeds media literacy activities into regular lessons; challenges student over-reliance on AI; models critical evaluation of digital sources; ensures students understand ethical use of AI in schoolwork.
E Wellbeing Communication	Understands the role of family-school collaboration in supporting digital wellbeing; knows evidence-based communication approaches for engaging families on digital risk; aware of how home screen routines affect school performance.	Communicates digital expectations clearly to students and families; uses accessible language when discussing online safety; shares relevant information with parents on managing screen time and digital habits.	Engages families as partners in digital wellbeing; maintains consistent messaging between home and school; participates in school-wide parent communication initiatives on digital health.

LEVEL 2 — Digital Wellbeing Ambassador

At this level, teachers lead, innovate and mentor in wellbeing-oriented digital education. They design proactively, drive systemic change, and act as a reference point for colleagues and leadership. Corresponds broadly to DigCompEdu B2–C1 (Expert/Leader) with a strong wellbeing and leadership orientation.

LEVEL 2 — Digital Wellbeing Ambassador			
Area	**KNOWLEDGE What teachers know & understand**	**SKILLS What teachers are able to do**	**COMPETENCES What teachers demonstrate in practice**
A Wellbeing-Oriented Design	Holds in-depth understanding of wellbeing-oriented digital pedagogy and its evidence base; understands neuroscientific principles related to attention, memory and cognitive load; knows international frameworks (DigCompEdu, DigComp 2.2, OECD digital wellbeing models).	Designs learning sequences that actively protect deep cognition and emotional regulation; applies UDL systematically across subject areas; creates innovative, wellbeing-positive digital learning experiences; evaluates and iterates on digital lesson designs.	Consistently creates pedagogically purposeful, balanced digital learning environments; receives positive feedback from students and peers; acts as a reference point for colleagues on wellbeing-oriented digital design.
B Proactive Wellbeing Intervention	Deep knowledge of mechanisms of digital overload, chronic stress, sleep disruption and cumulative wellbeing risk; understands the systemic nature of digital wellbeing across school, home and community; knows when to refer students to specialist support.	Leads staff training on wellbeing-oriented pedagogy; develops and delivers school-wide digital wellbeing initiatives; designs and implements monitoring systems for student wellbeing indicators; co-ordinates referral pathways.	Drives a coherent school culture around digital wellbeing; demonstrates measurable impact on student wellbeing outcomes; is recognised by peers, students and leadership as a wellbeing Ambassador.

LEVEL 2 — Digital Wellbeing Ambassador			
Area	**KNOWLEDGE What teachers know & understand**	**SKILLS What teachers are able to do**	**COMPETENCES What teachers demonstrate in practice**
C Inclusive & Adaptive Design	Advanced knowledge of UDL principles and their application in digital contexts; understands evidence base for neurodiverse learners and digital learning; familiar with current assistive technology landscape and SEN legislation.	Designs fully accessible digital resources; systematically applies assistive technologies for SEN students; co-develops differentiated digital learning pathways with SEN specialists; leads peer learning on inclusive digital practice.	Mentors colleagues in inclusive digital design; monitors and documents SEN student digital wellbeing outcomes; ensures school-wide digital resources meet accessibility standards; advocates for neurodiverse students in digital policy decisions.
D Advanced AI & Algorithm Literacy	Deep understanding of AI ethics in education; knows how recommendation algorithms shape student behaviour and beliefs; understands implications of generative AI for academic integrity, cognitive development and assessment validity.	Evaluates, selects and implements AI tools for educational use ethically and critically; designs AI-robust assessments; facilitates staff and student workshops on AI ethics and algorithm awareness; interprets and applies AI literacy frameworks.	Leads school-wide AI literacy programme; develops fair and consistent assessment policies for the AI era; is the school reference expert on ethical AI use; influences local or national policy discussions on AI in education.
E Systemic Wellbeing Leadership	Understands cross-stakeholder collaboration models; is familiar with national and EU digital education policy frameworks (Digital Education Action Plan, national digital strategies); knows	Develops and facilitates structured family engagement programmes on digital wellbeing; aligns school digital practice with national policy; leads cross-departmental digital	Positions school as a wellbeing-oriented digital learning community; achieves policy-level impact; mentors teachers across the school and beyond; builds sustainable

LEVEL 2 — Digital Wellbeing Ambassador			
Area	**KNOWLEDGE What teachers know & understand**	**SKILLS What teachers are able to do**	**COMPETENCES What teachers demonstrate in practice**
	family digital literacy research and community engagement theory.	wellbeing working groups; writes institutional digital wellbeing policy.	partnerships with families, community organisations and policy stakeholders.

LEVEL 1 — Foundation Practitioner

A: Digital Tools & Purposeful Integration

Overview

At the Foundation Practitioner level, the educator operates as an Integrator (aligned with DigCompEdu B1). The role centers on the responsible application of digital technologies by following established school policies and implementing structured routines. The practitioner ensures that every digital intervention has a defined pedagogical purpose and remains observant of the immediate effects of technology use on student wellbeing.

Learning Outcomes (LOs)

In terms of knowledge

1. Describe the pedagogical purpose of digital tools and explain how their use can support learning objectives.
2. Explain how digital technologies may influence students' emotional, cognitive and behavioural wellbeing, and recognise how technology-rich teaching practices may contribute to teachers' digital workload and technostress.
3. Identify school policies and guidelines related to digital technologies, including personal device and phone use.
4. Describe the principles of DigCompEdu B1 (Integrator) and their relevance to purposeful technology integration.
5. Recognise common physical and psychological indicators of screen fatigue and visual strain.
6. Identify behavioural patterns associated with digital overload and compulsive technology use.
7. Explain the importance of balancing digital and non-digital learning approaches in classroom practice.
8. Describe basic strategies for reducing cognitive load and supporting learners during technology-rich activities

In terms of skills

1. Select digital tools according to learning objectives, their potential impact on student wellbeing, and relevant privacy and data-protection considerations.
2. Implement structured digital routines that promote predictability, balanced technology use, and sustainable digital practices for both students and teachers.
3. Apply school policies and classroom expectations related to phone and device use consistently and fairly.
4. Facilitate screen-free intervals and transitions that support cognitive recovery and learner wellbeing.

5. Balance and adapt digital and non-digital learning activities to support varied learning experiences, student engagement and wellbeing.
6. Observe learners for indicators of wellbeing, including signs of fatigue, disengagement or distress during digital activities.
7. Communicate clear expectations regarding digital boundaries and responsible technology use.
8. Design digitally mediated learning experiences in which technology is used purposefully and provides clear pedagogical value.

In terms of competences

1. Create predictable and wellbeing-oriented digital learning environments through consistent routines and classroom management.
2. Use digital technologies to enhance meaningful teacher–student and peer interactions while maintaining balanced participation.
3. Demonstrate professional responsibility for promoting healthy digital habits, maintaining appropriate digital boundaries, and managing their own technology use in ways that support sustainable professional practice.
4. Integrate student wellbeing considerations into decisions regarding the use of digital technologies in the classroom.

B: Student Wellbeing Awareness

Overview

At Foundation Practitioner level, teachers demonstrate foundational competence in integrating digital technologies responsibly and with awareness of student wellbeing. They apply digital tools purposefully, follow school guidelines and expectations, and support inclusive, balanced and wellbeing-oriented digital participation in everyday teaching practice.

Teachers understand how digitally mediated learning environments may influence students' emotional, cognitive, behavioural, social, physical and mental wellbeing. They recognise common signs of digital overload, screen fatigue and unhealthy patterns of digital engagement, and demonstrate awareness of how excessive, fragmented or poorly managed technology use may affect learner wellbeing, participation and engagement.

Teachers apply basic wellbeing-supportive approaches within digitally mediated learning environments. They support learner attention, self-regulation, emotional safety and balanced digital participation through appropriate pedagogical choices, classroom routines and responsible use of digital technologies.

At this level, teachers recognise that learners may respond differently to digital demands and demonstrate awareness of the importance of adapting classroom practices to support healthy, safe and sustainable digital engagement.

Teachers demonstrate foundational professional responsibility for creating supportive and balanced digitally mediated classroom environments and for modelling healthy and responsible digital habits through everyday teaching practice.

Learning Outcomes (LOs)

In terms of Knowledge

1. Identify common signs and characteristics of digital overload, compulsive use and screen fatigue in learners.
2. Describe how excessive, fragmented or prolonged digital use may affect learners' attention, concentration, mood, behaviour, participation, fatigue and social interaction.
3. Define basic concepts of stress, self-regulation and mental wellbeing in digitally mediated learning environments.
4. Describe how predictable digital routines and balanced patterns of technology use can support learner wellbeing.
5. Recognise differences in learners' responses to digital demands, stimulation and digitally mediated learning experiences.
6. Describe how classroom practices and digitally mediated learning activities can support healthy and sustainable digital engagement.

In terms of Skills

1. Use behavioural, emotional and participation-related indicators to identify signs of digital fatigue, overload or disengagement during learning activities.
2. Adapt screen exposure, lesson pacing and task intensity in response to observed student wellbeing indicators.
3. Implement digitally mediated learning activities with appropriate breaks, pauses and offline moments to support attention, emotional regulation and physical wellbeing.
4. Communicate and maintain clear and consistent expectations regarding digital boundaries, screen use and balanced participation.
5. Use simple wellbeing check-ins and reflective prompts during digitally mediated learning activities.
6. Combine digital and non-digital learning approaches to support balanced learner engagement.
7. Use digital tools in ways that minimise unnecessary distraction and cognitive overload.
8. Implement school guidelines and classroom expectations related to healthy, safe and balanced digital participation.

In terms of competences

1. Create supportive and balanced digitally mediated classroom environments that prioritise student wellbeing.
2. Demonstrate informed and responsible pedagogical decision-making that supports student wellbeing during digitally mediated learning.
3. Develop appropriate and professional responses to signs of student distress, overload or disengagement linked to digital use.
4. Promote healthy, balanced and responsible digital habits through everyday professional practice.
5. Design digitally mediated teaching and classroom management practices that integrate student wellbeing considerations.

C: Basic Inclusive Digital Practice

Overview

At the Foundation Practitioner level, educators demonstrate a fundamental understanding of digital inclusion as a core dimension of meaningful digital competence rather than an optional add-on. This topic covers the proactive application of UDL principles to minimize sensory and cognitive barriers, ensuring that digital lesson designs are flexible enough to accommodate a wide range of learner needs. This is particularly critical for neurodivergent students (e.g., those with Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), or dyslexia), who may experience higher cognitive load, information overload, and specific communication challenges in digitally saturated environments.

Teachers at this level learn to identify and navigate the digital divide, recognizing that inequalities arise not only from a lack of hardware or internet connectivity but also from significant gaps in digital literacy and home support systems that can marginalise students from disadvantaged backgrounds. The focus is on the purposeful integration of digital tools, using them as specific aids to enhance learning rather than as the default environment, to ensure technology supports participation rather than creating new forms of exclusion.

Teachers learn to implement basic assistive technologies and provide targeted scaffolding for students with lower technical confidence, preventing the frustration and academic disengagement often linked to poor digital skills. Furthermore, they learn to utilize multimodal digital features, such as chat functions or collaborative whiteboards, to provide alternative routes for engagement for students who may be socially anxious or withdrawn in traditional classroom settings. Ultimately, the teacher at this level takes professional responsibility for creating a balanced and accessible digital classroom environment that prioritises student well-being and ensures equitable participation for every learner.

Learning Outcomes (LOs)

In terms of Knowledge

1. Recognise the different dimensions of the digital divide, including inequalities in access, digital skills and quality of technology use.
2. Identify how neurodiverse learners (e.g., learners with ASD, ADHD or dyslexia) may experience digitally mediated learning environments differently.
3. Describe the basic types of assistive technologies and built-in accessibility features available on commonly used classroom devices and digital platforms.
4. Explain how learners' digital competence may influence their emotional wellbeing, participation and social inclusion.
5. Describe how socio-economic factors and home environments may influence learners' ability to engage in digital homework and remote learning.
6. Identify school policies, support mechanisms and referral pathways for addressing digital access barriers and providing specialised technological support.

7. Explain how multimodal digital content, combining text, audio and visual elements, can support diverse sensory and cognitive learning needs.

In terms of Skills

1. Differentiate digital tasks by providing varied levels of challenge and support according to individual learner needs.
2. Adapt the design of digital activities to reduce cognitive load by ensuring clear instructions and minimising unnecessary sensory or informational overload.
3. Provide targeted scaffolding and short instructional activities for learners who require support with foundational digital skills, such as platform navigation and file management.
4. Configure and use basic accessibility settings, such as text-to-speech, captions and high-contrast modes, to support learners with diverse sensory and learning needs in digitally mediated learning environments.
5. Design classroom routines that ensure equitable opportunities for learners without personal devices or reliable digital access outside school.
6. Recognise behavioural or emotional signs of technical frustration and provide timely, low-stress support to maintain learner engagement.
7. Select and use digital resources that offer diverse representations and are accessible across different devices and learning contexts.
8. Facilitate respectful peer support and collaboration between learners with different levels of digital confidence and competence.

In terms of Competences

1. Consistently adapt digitally mediated lessons to make sure that every student, regardless of their starting point or ability, can participate meaningfully.
2. Proactively identify and report barriers to digital access, advocating the resources students need to avoid marginalization.
3. Model inclusive digital citizenship by fostering a classroom culture where diversity in technical skill is respected and supported.
4. Demonstrate a commitment to continuous improvement in inclusive pedagogy by integrating feedback from students with diverse needs into future digital designs.

D: AI & Critical Digital Literacy

Overview

At Foundation Practitioner level, teachers demonstrate a sound introductory understanding of artificial intelligence, digital information environments, and their implications for teaching and learning. They recognise both the educational opportunities of AI tools and the associated risks, including misinformation, biased or unreliable outputs, data privacy concerns, algorithmic influence, filter bubbles, and over-reliance on automated content.

Teachers at this level are not expected to be AI specialists. However, they are able to use AI and digital tools with clear pedagogical purposes, in line with school policies, safeguarding expectations, age-appropriate practice, and ethical principles. They support students to use AI responsibly, critically, and transparently, helping them distinguish between using AI as a learning aid and using it as a substitute for learning.

They guide learners in basic source evaluation, fact-checking, and responsible information use, encouraging students to question the origin, accuracy, credibility, relevance and possible bias of digital and AI-generated content. They also help students understand how digital platforms and algorithms can shape what users see, believe and engage with.

This competence is crucial because students are increasingly learning, communicating and forming opinions within AI-mediated and algorithm-driven information environments. Without appropriate guidance, learners may become vulnerable to misinformation, manipulation, biased content, privacy risks, academic dishonesty, reduced critical thinking and passive dependence on AI-generated answers. Teachers therefore play an essential role in helping students develop the judgement, confidence and digital resilience needed to participate safely, ethically and critically in contemporary society.

The emphasis at this level is on safe, responsible, inclusive, and wellbeing-oriented use of AI and digital information in everyday classroom practice. Teachers promote critical thinking, learner agency, academic integrity, and informed participation, ensuring that AI supports meaningful learning rather than passive, uncritical, or excessive dependence on generated outputs.

Learning Outcomes (LOs)

In terms of Knowledge

1. Describe the basic concept of artificial intelligence and explain how AI systems can generate, recommend, classify and personalise digital content.
2. Differentiate between search engines, recommendation systems, chatbots, generative AI tools and learning analytics systems.

3. Describe the main opportunities of AI in education, including support for feedback, differentiation, creativity, accessibility and learning support.
4. Describe the main risks of AI use in education, including misinformation, bias, inaccurate outputs, over-reliance, privacy risks and reduced independent thinking.
5. Explain the basic principles of ethical AI use in teaching and learning, including transparency, fairness, accountability, human oversight and respect for learners' rights.
6. Explain the importance of source evaluation, fact-checking and cross-checking information using multiple reliable sources.
7. Define the concepts of misinformation, disinformation, fake news, deepfakes, filter bubbles and algorithmic personalisation.
8. Describe how algorithmic recommendation systems may influence learners' beliefs, behaviour, attention, emotions and exposure to online content.
9. Explain the relationship between AI use, academic integrity and responsible schoolwork, including issues of plagiarism, authorship and appropriate acknowledgement of AI support.
10. Identify school policies, national guidance and institutional rules related to AI use, digital technologies, data protection and online safety.

In terms of Skills

1. Select AI and digital tools that serve a clear pedagogical purpose and minimise unnecessary cognitive, emotional or ethical risks.
2. Explain to learners, in age-appropriate ways, what AI tools can and cannot do.
3. Guide learners to use AI tools responsibly for brainstorming, revision, explanation and learning support without replacing their own thinking.
4. Design learning activities that require learners to compare AI-generated outputs with reliable sources.
5. Teach learners simple source-evaluation strategies, including checking authorship, date, evidence, purpose, bias and reliability.
6. Introduce fact-checking routines and encourage learners to verify digital information before accepting or sharing it.
7. Recognise signs of over-reliance on AI tools and address uses that may weaken learning, creativity or learner confidence.
8. Create learning tasks that promote independent reasoning, reflection, creativity and original student work.
9. Discuss with learners the ethical implications of using AI-generated texts, images, translations, summaries and other outputs.
10. Apply basic privacy and data-protection practices when using AI and digital tools in educational settings.

In terms of Competences

1. Integrate AI and digital information literacy into teaching in responsible, critical and wellbeing-oriented ways.

2. Model ethical, transparent and responsible use of AI and digital information sources through their teaching practices and classroom behaviour.
3. Support learners in becoming critical and responsible users of AI and online information rather than passive consumers of algorithmically generated content.
4. Promote healthy and balanced AI use by reducing risks associated with misinformation, over-reliance, cognitive overload and unhealthy digital habits.
5. Apply school policies consistently and communicate clear expectations regarding acceptable AI use in learning and assessment.

E: Wellbeing Communication

Overview

At Foundation Practitioner level, teachers understand that effective communication is an essential component of digital wellbeing and supports students' healthy, safe, and balanced participation in digital environments. They recognise the importance of collaboration between schools and families in promoting responsible technology use and understand that students' digital habits, screen routines, online interactions, and social media use outside school can directly influence concentration, sleep, behaviour, relationships, emotional wellbeing, and learning outcomes.

Teachers at this level understand common online risks affecting students, including excessive screen time, cyberbullying, unhealthy social media use, and digital distraction. They also recognise the importance of clear and consistent communication regarding school digital rules, expectations, and responsible online behaviour. Educators therefore contribute to supportive communication practices between schools, students, and families, while promoting respectful, safe, and balanced digital participation.

At this level, teachers are not expected to act as digital wellbeing counsellors or communication specialists. However, they are able to communicate basic guidance related to online safety, respectful digital interaction, healthy digital routines, and balanced technology use using accessible, age-appropriate, inclusive, and supportive language. They engage constructively with families and support students in reflecting on how digital behaviours may affect their wellbeing, relationships, and participation in learning.

Teachers are also able to share practical recommendations regarding healthy digital habits, including screen balance, respectful online communication, and basic online safety practices, while communicating concerns appropriately with parents, caregivers, or school staff when needed. Through everyday communication and classroom practice, they contribute to a consistent school culture where digital participation is approached responsibly and in ways that support student wellbeing and development.

Learning Outcomes (LOs)

In terms of Knowledge

1. Explain the importance of family-school collaboration in promoting students' digital wellbeing.
2. Describe how home digital routines and screen habits may affect students' concentration, sleep, behaviour and learning outcomes.
3. Describe the principles of safe, respectful, inclusive and wellbeing-oriented digital communication.
4. Identify common online risks affecting students, including cyberbullying, excessive screen time, unhealthy social media use and digital distraction, and explain their potential impact on wellbeing.
5. Explain the importance of consistent communication regarding school digital rules, expectations and responsible technology use.
6. Describe the role of parents and caregivers in supporting healthy digital habits and balanced digital participation.

7. Explain the importance of using accessible, age-appropriate and supportive communication when discussing digital wellbeing with students and families.

In term of Skills

1. Communicate school expectations regarding digital behaviour and technology use clearly to students and families.
2. Use accessible, supportive, and age-appropriate language when discussing online safety, screen time, and digital wellbeing.
3. Provide practical recommendations to parents regarding healthy digital habits, balanced technology use, and online safety practices.
4. Support students in reflecting on their digital routines, online behaviour, and technology use.
5. Facilitate respectful digital communication and positive online interaction within classroom activities.
6. Identify situations where digital habits may negatively affect students' wellbeing, relationships, or learning participation.
7. Communicate digital wellbeing concerns appropriately with parents, caregivers, or school staff when needed.

In terms of Competences

1. Engage constructively with families to support healthy and balanced digital habits among students.
2. Demonstrate responsible, respectful, and wellbeing-oriented communication practices regarding digital technology use.
3. Maintain communication aligned with school policies and expectations related to digital wellbeing and online behaviour.
4. Promote safe, respectful, and balanced digital participation within the classroom and school community.

LEVEL 2 — Digital Wellbeing Ambassador

A: Wellbeing-Oriented Design

Overview

The Digital Wellbeing Ambassador functions as an Expert and Leader (aligned with DigCompEdu B2–C1). This level involves shifting from the reactive application of tools to the proactive design of wellbeing-positive learning environments. Ambassadors innovate pedagogical sequences that safeguard deep cognition, mentor colleagues in purposeful integration, and apply international wellbeing frameworks to drive systemic improvement within their institutions.

Learning Outcomes (LOs)

In terms of Knowledge

1. Explain the principles of wellbeing-oriented digital pedagogy and their research-based foundations.
2. Explain how digital environments influence attention, memory and cognitive load.
3. Analyse the principles of DigComp 2.2, including AI literacy, data management and environmental sustainability, and their implications for educational practice.
4. Describe the physical, mental and social dimensions of wellbeing as reflected in OECD digital wellbeing frameworks.
5. Explain how Universal Design for Learning (UDL) principles can be applied to reduce cognitive barriers and provide multiple means of representation, engagement and expression.
6. Analyse cumulative wellbeing risks and the interactions between home, school and digitally mediated learning environments.
7. Explain the ethical implications of generative AI for student cognitive development, academic integrity and learner autonomy.
8. Describe design approaches that prioritise deep cognition, sustained attention and meaningful engagement in digitally mediated learning.
9. Interpret student engagement and wellbeing data to identify emerging patterns and systemic wellbeing trends.
10. Explain how digital competence and wellbeing frameworks can be translated into school-wide strategies and practices

In terms of Skills

1. Design learning sequences that promote deep cognition, emotional regulation and student wellbeing in digitally mediated learning environments.
2. Create and document wellbeing-oriented digital learning experiences that can inform and inspire institutional practice.

3. Evaluate and refine digital lesson designs using evidence and measurable indicators of student wellbeing and engagement.
4. Mentor colleagues on the purposeful, ethical and wellbeing-oriented integration of emerging digital technologies.
5. Apply Universal Design for Learning (UDL) principles systematically across subject areas to support accessibility and inclusion.
6. Develop digital interventions that foster students' emotional regulation, self-regulation and healthy technology use.
7. Evaluate and select AI-enabled tools according to ethical principles, pedagogical value and their impact on learner autonomy and wellbeing.
8. Contribute to the development and revision of school policies related to digital wellbeing, emerging technologies and online safety.
9. Facilitate workshops, peer-learning activities and collaborative initiatives that promote a shared culture of digital wellbeing.
10. Optimise digital environments and infrastructures to reduce technostress and support the wellbeing of students and staff.

In terms of Competences

1. Serve as a reference point for school leadership and colleagues on wellbeing-oriented digital design and pedagogy.
2. Create balanced, inclusive and pedagogically sophisticated digital learning environments that promote student wellbeing.
3. Lead the development of a wellbeing-oriented digital culture by promoting approaches that prioritise pedagogy and wellbeing over technology-driven practices.
4. Demonstrate measurable contributions to the school's digital wellbeing culture through leadership, innovation and evidence-informed interventions.
5. Advocate for the ethical and responsible use of digital technologies, ensuring that student wellbeing remains central to decisions regarding technology adoption, procurement and policy.

B: Proactive Wellbeing Intervention

Overview

At Digital Wellbeing Ambassador level, teachers demonstrate advanced and proactive competence in promoting digital wellbeing across classroom, school and community contexts. Teachers apply in-depth understanding of how digitally mediated environments influence students' emotional, cognitive, behavioural, social, physical and mental wellbeing, including the cumulative effects of digital overload, chronic stress, sleep disruption and unhealthy patterns of technology use.

At this level, teachers move beyond responsive classroom practice toward preventative, coordinated and systemic approaches to digital wellbeing. They contribute to the development of coherent and wellbeing-oriented digital learning cultures that support healthy, safe and balanced digital participation, learner self-regulation, resilience and emotional safety.

Teachers demonstrate increased professional responsibility for identifying and addressing complex wellbeing concerns related to digital participation. They contribute to coordinated support approaches and collaborate with colleagues, school leadership, families and external professionals to promote inclusive, consistent and wellbeing-supportive practices across learning environments.

The level also includes leadership in professional learning, mentoring and wellbeing-oriented digital pedagogy. Teachers act as advocates and reference points for responsible and sustainable technology use and contribute to the continuous development of organisational practices, policies and cultures that support digital wellbeing.

Learning Outcomes (LOs)

In terms of Knowledge

1. Describe the mechanisms through which excessive, fragmented or prolonged digital engagement may contribute to cognitive overload, chronic stress, sleep disruption and reduced wellbeing.
2. Describe how digitally mediated practices and environments may influence students' emotional, behavioural, cognitive, social, physical and mental wellbeing over time.
3. Describe the cumulative and interconnected nature of digital wellbeing risks across school, home and online environments.
4. Identify complex or persistent indicators of digital distress, dependency, disengagement or harmful patterns of technology use.
5. Describe how school culture, policies and organisational practices influence student digital wellbeing.
6. Identify referral pathways, safeguarding responsibilities and the limits of the teacher's role in relation to specialist wellbeing support.
7. Describe how inclusive and wellbeing-oriented digital pedagogies can promote resilience, self-regulation and healthy digital habits.

In terms of Skills

1. Implement professional learning activities related to digital wellbeing and wellbeing-oriented digital pedagogy.
2. Implement and demonstrate school-wide initiatives that promote healthy, safe and balanced digital participation.
3. Use preventative pedagogical approaches that reduce digital overload, stress and disengagement in digitally mediated learning.
4. Use wellbeing monitoring approaches to identify patterns of student fatigue, distress, exclusion or unhealthy digital engagement.
5. Implement referral and support pathways for students experiencing significant wellbeing concerns related to digital participation.
6. Demonstrate wellbeing-oriented digitally mediated teaching and classroom management practices to colleagues.
7. Implement collaborative approaches to student digital wellbeing with school leadership, families and external professionals.
8. Use evidence, feedback and wellbeing data to refine and improve digital wellbeing practices and interventions.

In terms of Competences

1. Develop and sustain a coherent school culture that prioritises digital wellbeing, emotional safety and responsible technology use.
2. Design school-wide wellbeing-oriented digital teaching and learning practices.
3. Develop effective preventative and responsive support approaches for student wellbeing concerns linked to digital participation.
4. Evaluate the impact of professional practice and school-wide contributions on student wellbeing, engagement and balanced digital participation.
5. Support colleagues, students, families and school leadership as a trusted wellbeing mentor and reference point.

C: Inclusive & Adaptive Design

Overview

At the Digital Wellbeing Ambassador level, educators move beyond foundational compliance to become proactive leaders in the creation of adaptive, barrier-free digital ecosystems. This topic covers the sophisticated, systemic integration of UDL principles to eliminate sensory and cognitive friction for all students. A specialized focus is placed on neurodivergent learners (e.g., those with Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), or dyslexia) who are often more vulnerable to digital overstimulation and information overload.

Ambassadors at this level recognize that inclusive digital practice is anchored in both pedagogical ethics and regulatory frameworks. They lead the institutional implementation of the EU Directive (EU) 2016/2102, which mandates that the websites and mobile applications of public sector bodies, including schools, must be accessible to all users.

This involves ensuring schoolwide platforms meet technical standards such as the Web Content Accessibility Guidelines (WCAG) to ensure content is perceivable, operable, understandable, and robust. The practitioner acts as a mentor, guiding colleagues to move from mere technical integration to "digital sustainability", an approach that bridges the "maturity gap" where students' technical fluency often masks a lack of self-regulation and critical awareness. Ultimately, the Ambassador drives a coherent school culture that advocates for the rights of every learner to have equitable, accessible, and psychologically safe digital experiences.

Learning Outcomes (LOs)

In terms of Knowledge

1. Explain the principles of Universal Design for Learning (UDL) and their systemic application to reduce cognitive load in digitally mediated learning.
2. Explain the neuroscientific principles underlying how neurodiverse learners process digital information and experience attention fragmentation.
3. Describe specialised assistive technologies and explain the accessibility requirements of the EU Directive (EU) 2016/2102 on the accessibility of public sector websites and mobile applications.
4. Analyse the cumulative effects of digital overload on learners with pre-existing mental health conditions or learning difficulties, including its relationship with sleep disruption.
5. Analyse the multidimensional nature of the digital divide, including inequalities related to access, digital competence and algorithmic influence.
6. Describe referral pathways and collaborative approaches involving specialists, such as Special Educational Needs (SEN) coordinators, to address digital-related distress and barriers to participation.
7. Explain how multimodal digital content can be designed to support positive learner identity, autonomy and participation among learners with diverse needs.

8. Evaluate the ethical implications and potential risks of AI-driven personalisation for inclusive education, including issues related to data privacy, bias and equity.

In terms of Skills

1. Implement fully accessible digital resources that comply with WCAG standards and relevant European accessibility requirements.
2. Apply and customise assistive technologies to support personalised digital learning pathways for learners with Special Educational Needs (SEN).
3. Co-develop differentiated digital curricula in collaboration with specialists to ensure that technical complexity does not hinder academic achievement or participation.
4. Lead professional learning activities that promote inclusive digital pedagogy and strategies for reducing digital-related anxiety.
5. Implement school-wide approaches for monitoring digital fatigue, disengagement and social withdrawal among vulnerable learner groups.
6. Facilitate peer mentoring initiatives that support learners experiencing barriers related to digital access, confidence or competence.
7. Evaluate digital learning tools in terms of their impact on inclusion, mental wellbeing, privacy and equitable participation.
8. Develop guidelines for balanced digital engagement that protect opportunities for deep concentration, emotional regulation and offline recovery, particularly for learners with high sensory sensitivity.

In terms of Competences

1. Lead and sustain a school culture of digital inclusion in which adaptive design is embedded in everyday professional practice.
2. Act as a recognised reference point and mentor for colleagues, learners and families on the ethical, accessible and inclusive use of digital technologies.
3. Advocate for neurodiverse learners in decisions related to digital policy, technology selection and educational innovation.
4. Demonstrate measurable improvements in the digital wellbeing, participation and learning experiences of learners with Special Educational Needs (SEN) by systematically reducing digital barriers.
5. Promote reflective and balanced approaches to digital innovation that prioritise learner wellbeing alongside technological advancement.

D: Advanced AI & Algorithm Literacy

Overview

At Digital Wellbeing Ambassador level, teachers move beyond foundational AI awareness to become informed leaders in ethical, critical and wellbeing-oriented AI integration. They understand that artificial intelligence, algorithms and data-driven digital platforms do not simply provide tools for learning; they actively shape teaching practices, assessment, attention, behaviour, identity formation, inclusion, relationships and student wellbeing.

Teachers at this level are able to critically evaluate AI tools before and during use, considering their pedagogical value, reliability, transparency, accessibility, privacy implications, potential bias and impact on learners. They design learning experiences and AI-resilient assessment practices that protect academic integrity while encouraging creativity, critical thinking, learner agency and authentic demonstration of understanding.

They also lead AI literacy activities for students and colleagues, helping the school community understand how AI-generated content is produced, where it may be inaccurate or biased, and how algorithmic systems can influence choices, beliefs and participation. In this role, teachers contribute to school policies, shared expectations and professional dialogue on responsible AI use. They support fair, inclusive and transparent practices so that AI strengthens learning and wellbeing rather than increasing inequality, surveillance, stress, dependency, misinformation or exclusion.

This level is crucial because AI is rapidly becoming embedded in the everyday digital environments where students learn, communicate, create and form opinions. Without knowledgeable teacher leadership, schools risk adopting AI tools in fragmented or reactive ways, focusing on efficiency while overlooking ethical, developmental and wellbeing concerns. Students need guidance not only on how to use AI, but also on when to question it, when not to use it, and how to remain active, reflective and responsible learners in AI-mediated environments.

There is a clear need for Digital Wellbeing Ambassadors because responsible AI integration cannot be left only to technical specialists or external providers. Schools require educators who can translate ethical principles into classroom practice, support colleagues, identify risks early, and ensure that decisions about AI remain centred on human development, inclusion, safeguarding, wellbeing and meaningful learning. This role helps create a whole-school culture in which technology serves educational values rather than driving them.

This level is consistent with emerging international approaches to AI competence for teachers. UNESCO's AI Competency Framework for Teachers identifies key dimensions including a human-centred mindset, ethics of AI, AI foundations and applications, AI pedagogy, and AI for professional learning. The European Commission's guidance similarly emphasises ethical and responsible use of AI and data in teaching and learning, including

practical support for educators and school leaders. Recent OECD work also highlights the need to ensure that generative AI supports genuine learning rather than becoming a shortcut that weakens student thinking, assessment validity or teacher expertise.

Learning Outcomes (LOs)

In terms of Knowledge

1. Explain the ethical, pedagogical and wellbeing implications of AI use in teaching, learning, assessment and school management.
2. Analyse how recommendation algorithms, generative AI systems and data-driven platforms influence students' attention, beliefs, emotions, identity and online behaviour.
3. Evaluate the risks of algorithmic bias, discrimination, exclusion and unequal access in AI-supported educational environments.
4. Explain the implications of AI for academic integrity, authorship, originality, assessment validity and student cognitive development.
5. Analyse the relationship between AI use and students' autonomy, motivation, metacognition and independent problem-solving.
6. Evaluate how AI tools can support or undermine inclusive education, particularly for learners with special educational needs, neurodiverse learners and learners with limited digital access.
7. Explain the principles of AI governance in education, including transparency, explainability, human oversight, accountability, privacy and data protection.
8. Describe current European and national policy developments related to digital education, ethical AI, data protection and digital competence.
9. Evaluate methods for assessing the educational quality, safety, accessibility and wellbeing impact of AI tools prior to classroom adoption.
10. Explain how school-level guidance, protocols and policies can support responsible AI use by students, teachers and families.

In terms of Skills

1. evaluate AI tools before using or recommending them, considering pedagogical value, ethical risks, privacy, accessibility and student wellbeing.
2. Design AI-resilient assessments that value reasoning, creativity, reflection, collaboration and authentic student performance.
3. Develop classroom and school-level guidelines for acceptable, transparent and meaningful AI use.
4. Facilitate professional learning activities on AI literacy, algorithmic awareness, digital wellbeing and ethical AI practices.
5. Support students in analysing how algorithms shape their online information environments, recommendations, social media feeds and beliefs.

6. Design learning activities that help students identify bias, stereotypes, manipulation, deepfakes, misinformation and persuasive algorithmic content.
7. Collaborate with school leaders, ICT staff, SEN specialists and families to ensure safe, inclusive and responsible AI adoption.
8. Use AI tools to support differentiated learning while maintaining human judgement, teacher responsibility and learner agency.
9. Monitor and evaluate the impact of AI-supported activities on student engagement, stress, motivation, inclusion and learning quality.
10. Translate AI ethics principles into practical school routines, assessment policies, classroom agreements and communication practices.

In terms of Competences

1. Lead the ethical and wellbeing-oriented integration of AI and algorithm literacy across the school or learning community.
2. Design, evaluate and improve school practices so that AI use promotes inclusion, critical thinking, autonomy, creativity and student wellbeing.
3. Mentor colleagues in responsible AI use, critical digital literacy and AI-resilient learning design.
4. Contribute to institutional policies on AI use, academic integrity, assessment, data protection and digital wellbeing.
5. Act as a school reference point for AI literacy, supporting students, colleagues and families in navigating AI-related opportunities and risks.

E: Systemic Wellbeing Leadership

Overview

At the Digital Wellbeing Ambassador level, teachers act as leaders, mentors, innovators, and advocates for wellbeing-oriented digital education within the wider school ecosystem. They move beyond individual classroom practice and contribute proactively to the development of coherent, sustainable, and systemic approaches to digital wellbeing at institutional and community level. Teachers at this level act as reference points for colleagues and school leadership, supporting the integration of digital wellbeing principles into school culture, policies, pedagogical practices, and strategic decision-making.

Teachers understand that digital wellbeing is not an isolated classroom issue, but a complex educational, social, and policy-related challenge shaped by interactions between schools, families, communities, digital environments, and wider societal trends. They are familiar with cross-stakeholder collaboration models, family digital literacy research, and community engagement approaches that support healthier digital participation and more inclusive digital education ecosystems. Educators also understand how school culture, leadership practices, institutional routines, and national digital education policies influence students' wellbeing, behaviour, learning, and participation.

At this level, teachers actively promote balanced, safe, inclusive, and pedagogically meaningful uses of digital technologies across the school community. They are able to design and facilitate structured family engagement programmes, lead collaborative digital wellbeing initiatives and working groups, mentor colleagues, and contribute to the development of institutional digital wellbeing policies and strategies. They support schools in moving beyond operational digitalisation toward more reflective, wellbeing-oriented, and sustainable digital practices aligned with safeguarding principles, inclusion, and student-centred learning

Teachers also play an active role in addressing emerging digital wellbeing challenges related to excessive screen exposure, digital overload, fragmented attention, cyberbullying, social media pressure, misinformation, and AI-mediated environments. They promote digital maturity, critical thinking, self-regulation, responsible digital participation, and balanced technology use among students, families, and colleagues. In doing so, they help strengthen the school's capacity to function as a wellbeing-oriented digital learning community.

Learning Outcomes (LOs)

In terms of Knowledge

1. Explain the systemic and interconnected nature of digital wellbeing across emotional, behavioural, cognitive, physical, social and mental health domains.
2. Analyse how school culture, institutional routines and leadership practices influence students' digital habits and wellbeing outcomes.
3. Describe national and European digital education and wellbeing policy frameworks, including the Digital Education Action Plan and DigCompEdu.

4. Recognise the effects of excessive digital intensity, fragmented attention and always-on connectivity on student wellbeing and learning.
5. Explain the role of home-school collaboration in supporting healthy digital routines, sleep hygiene, self-regulation and balanced technology use.
6. Analyse how inequalities in access, digital competence and socio-economic background affect students' participation and wellbeing.
7. Evaluate evidence-based approaches for developing school-wide policies related to smartphone use, AI, digital routines and online behaviour.
8. Explain the risks associated with AI overreliance, misinformation, algorithmic influence and reduced independent thinking in digitally mediated environments.
9. Explain the importance of balancing digital and non-digital pedagogical approaches to support deep learning, concentration and student wellbeing.

In terms of Skills

1. Develop and facilitate school-wide digital wellbeing initiatives involving teachers, students, families and leadership teams.
2. Design and implement structured family engagement activities that promote healthy digital habits and responsible technology use.
3. Lead collaborative discussions on mobile phone policies, digital routines and balanced technology integration within the school community.
4. Mentor colleagues in applying wellbeing-oriented digital pedagogy and sustainable digital practices.
5. Evaluate digital learning environments and identify risks related to overload, distraction, cognitive fragmentation and excessive screen exposure.
6. Align classroom and school digital practices with institutional goals, safeguarding principles and national policy recommendations.
7. Facilitate awareness-raising activities on AI literacy, digital self-regulation, critical media literacy and algorithm awareness.
8. Support the development of consistent school-wide approaches to digital etiquette, online communication and cyberbullying prevention.
9. Collaborate with external stakeholders and community organisations to strengthen support systems for student digital wellbeing.

In terms of Competences

1. Lead the development of a coherent and wellbeing-oriented digital culture within the school community.
2. Demonstrate the ability to align digital innovation with student wellbeing, inclusion and sustainable learning principles.
3. Act as a mentor and reference point for colleagues on digital wellbeing leadership and responsible digital education practices.

4. Build effective partnerships among schools, families and external stakeholders to promote healthy and balanced digital participation.
5. Contribute to institutional and policy-level discussions and decision-making processes related to digital wellbeing and digital education.

DWELL Parents' Digital Wellbeing Framework Overview

Introduction

This framework was developed as part of the DWELL Erasmus+ project (Grant 101195998, April 2025–March 2028) in response to focus group findings gathered from 203 parents across 26 focus groups in six European countries — Cyprus, Poland, Finland, Greece, Bulgaria, and Romania. The framework defines, at one proficiency level, the knowledge, skills, and competences that parents need to actively support their children's digital wellbeing at home and in partnership with school.

The framework is structured around six thematic areas drawn directly from DWELL focus group findings and the project's meta-research synthesis. Each area reflects a domain in which parents expressed significant gaps, uncertainty, or desire for structured support. Together, the six areas span the full ecosystem of children's digital wellbeing — from practical safety and emotional wellbeing to algorithmic literacy and inclusive school-home collaboration.

Level — Digitally Engaged Parent:

The parent/ guardian understands the key dimensions of children's digital wellbeing, applies evidence-informed practices at home, maintains open communication with their child about digital life, and actively partners with the school. They critically engage with digital content and platforms, model healthy digital habits, and adapt their approach as their child's digital environment evolves.

Framework Areas at a Glance

Area	Theme	Key Competence — What a parent needs to demonstrate
A	**Digital Awareness & Family Safety**	Understands online risks and safety measures; applies parental controls; communicates openly about digital threats; responds to incidents constructively
B	**Emotional & Social Wellbeing Support**	Recognises emotional impact of social media; supports children's resilience; maintains non-judgmental dialogue; identifies when professional support is needed
C	**Healthy Digital Routines & Boundaries**	Establishes consistent screen rules; creates device-free times and spaces; models balanced habits; designs a family digital agreement
D	**AI & Critical Digital Literacy**	Understands how AI tools work; guides children to question digital content; models critical engagement; introduces fact-checking habits into family life
E	**Algorithm & Platform Awareness**	Understands how algorithms shape content; reviews notification and autoplay settings; helps children diversify digital exposure; advocates for children's digital rights
F	**Inclusive Support & School Collaboration**	Supports neurodiverse children's digital needs; uses accessibility features; maintains school-home communication; participates in school wellbeing initiatives

DWELL Parents' Digital Wellbeing Framework

The table below presents the complete framework across all six areas in a single consolidated view. Each area is described in terms of what parents should know (Knowledge), what they should be able to do (Skills), and what they should consistently demonstrate in practice (Competences).

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
A Digital Awareness & Family Safety	Identify the main categories of online risk that children may encounter, including cyberbullying, grooming, inappropriate content, scams, and privacy exposure.; Describe how digital platforms collect, use and share children's personal data and the implications for privacy.; Explain age ratings, platform restrictions, and minimum-age requirements for major social and gaming platforms.; Recognise the behavioural and emotional indicators of unhealthy or harmful digital use in children, including withdrawal, mood changes, secrecy, and sleep disruption.;	Apply age-appropriate parental controls and privacy settings on family devices and the most common social, gaming, and content platforms.; Recognise warning signs of cyberbullying, grooming, or online exploitation in children's behaviour and communications.; Initiate and sustain open, non-anxiety-inducing conversations with children about online risks and digital safety.; Use platform reporting mechanisms and national helplines to report harmful content or suspected exploitation.; Evaluate the	Create and maintain a safer home digital environment through an integrated combination of technical controls, open communication, and consistent boundaries.; Respond proportionately, constructively, and supportively to incidents of online risk or harm affecting their child.; Model responsible, transparent, and reflective digital behaviour that demonstrates safety-conscious online practices.; Advocate for stronger digital safety practices and policies within their school and community.

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
	Identify key provisions of national and EU legislation relevant to children's online safety and digital rights (e.g., GDPR, DSA child protection obligations).; Describe the reporting and support mechanisms available on major platforms and through national child safety organisations.; Explain why open communication is more effective than surveillance alone in maintaining children's digital safety.	credibility and relevance of online safety resources, tools, and guidance for families.; Explain digital safety risks and protective measures to children in accessible, age-appropriate language.; Differentiate between appropriate parental monitoring and privacy-invasive surveillance, and apply proportionate responses.	
B Emotional & Social Wellbeing Support	Describe how social media use influences children's self-esteem, body image, and sense of identity through mechanisms such as social comparison and validation-seeking.; Explain the emotional patterns associated with likes, comments, follower counts, and social performance metrics on children's wellbeing.; Recognise signs of	Discuss the emotional impact of social media and online social interactions with children using age-appropriate, empathic language.; Support children to develop emotional resilience, critical perspective, and a stable sense of identity independent of online validation.; Help children process and	Maintain ongoing, trusting, non-punitive dialogue with children about the emotional and social dimensions of their digital life.; Integrate emotional wellbeing conversations naturally and consistently into family digital routines without creating anxiety or pressure.; Collaborate effectively with school and community support structures when children

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
	digital anxiety, fear of missing out (FOMO), social isolation, and online-related emotional distress in children.; Explain the role of online gaming communities, group chats, and digital social spaces in children's social development and peer belonging.; Describe the evidence-based links between nighttime device use, social media engagement, sleep quality, mood, and mental health in children and adolescents.; Identify the risk factors that make some children more vulnerable to emotional harm from digital social environments.; Describe when and how to seek professional support (school counsellor, psychologist, child mental health services) for digital-related emotional concerns.	contextualise online social conflicts, exclusion, or harmful interactions constructively.; Create non-judgmental, low-pressure opportunities for children to share their digital experiences, concerns, and emotional reactions.; Identify early indicators of digital-related emotional distress and distinguish between normal developmental experiences and signs requiring professional attention.; Communicate with school staff (counsellors, form tutors, digital leads) when children show signs of emotional distress linked to digital experiences.; Model emotional balance and critical awareness in the parent's own use of social media and digital communications.	exhibit signs of digital-related emotional distress.; Build a home environment in which children feel safe disclosing digital difficulties without fear of disproportionate sanction.

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
C **Healthy Digital Routines & Boundaries**	Summarise evidence-based guidance on recommended screen time and device use patterns for different age groups (toddlers through adolescents).; Explain the physiological and cognitive mechanisms by which nighttime device use and blue light exposure disrupt sleep and affect academic performance.; Describe how sedentary screen behaviour contributes to physical health concerns including reduced physical activity and postural issues.; Explain why consistent, collaboratively agreed family rules are more effective than reactive or punitive restrictions in shaping children's digital behaviour.; Describe the structure and purpose of a family digital agreement, including key components such as screen-free times, device-free spaces, and boundaries around content.; Identify	Establish consistent, developmentally appropriate household screen time rules developed in collaboration with children.; Designate and maintain device-free times (mealtimes, bedtimes, homework periods) and device-free spaces (bedrooms, dining areas) in the home.; Support children in developing digital self-regulation, time-awareness, and the ability to disconnect from devices independently.; Model balanced, intentional digital habits visibly and consistently in the parent's own device use.; Co-design a family digital agreement with children, covering screen time limits, content boundaries, and expectations for responsible use.; Adapt screen time rules and digital boundaries as children mature,	Sustain a household culture in which healthy digital habits are normalised, consistently modelled, and positively reinforced rather than primarily enforced through punishment.; Balance children's legitimate needs for digital socialisation, learning, and recreation with the family's collective physical and emotional wellbeing.; Maintain and adapt the family digital agreement over time as children's ages, needs, and digital environments evolve.; Serve as a visible model of intentional, balanced, and reflective digital behaviour for children.

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
	developmental differences in children's capacity for digital self-regulation at different ages.; Explain the importance of modelling healthy digital habits as a parent, and the impact of parental behaviour on children's digital norms.	balancing autonomy with appropriate supervision.; Respond to digital boundary violations constructively and proportionately, maintaining the relationship while upholding expectations.	
D **AI & Critical Digital Literacy**	Describe at a practical level what AI tools are — including chatbots, image generators, recommendation engines, and content moderation systems — and how they generate or curate outputs.; Explain the concept of AI-generated content and why such content may be unreliable, biased, factually incorrect, or misleading.; Define misinformation, disinformation, and deepfakes, and explain the role of AI in their creation and distribution.; Describe how algorithmic content recommendation	Guide children to question AI-generated content, verify claims independently, and apply critical thinking to digital information.; Help children distinguish between credible, authoritative sources and unreliable, AI-generated, or manipulated content.; Discuss with children when and how AI tools can appropriately support schoolwork, and when reliance on AI undermines genuine learning.; Model critical and reflective engagement with digital news, social	Raise children who approach digital content with appropriate, calibrated scepticism and independent critical judgement.; Maintain sufficient, practically relevant knowledge of current AI tools and their implications to meaningfully guide children.; Integrate media literacy and critical AI awareness naturally and consistently into family digital conversations.; Share media literacy knowledge and concerns with other parents and contribute to school community digital literacy initiatives.

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
	shapes what children see online and may limit exposure to diverse perspectives.; Explain how AI tools are currently used in children's schoolwork, social platforms, and digital entertainment, and the ethical and academic implications.; Describe key principles of source evaluation, lateral reading, and fact-checking applicable to digital content.; Explain the difference between using AI as a legitimate learning aid and using it in ways that undermine learning or constitute academic dishonesty.	media content, videos, and AI-generated material in daily family life.; Introduce and practice fact-checking habits — using verification tools and lateral reading — in everyday family digital conversations.; Explain the concept of deepfakes and how to identify potentially manipulated images, videos, or audio in an age-appropriate way.; Support children to develop independent judgement in digital content evaluation rather than passive acceptance of algorithmically presented information.	
E Algorithm & Platform Awareness	Explain how recommendation algorithms work across major platforms (social media, streaming, gaming) and how they determine what content children are	Explain to children in accessible, age-appropriate terms why certain content appears repeatedly in their feeds and how algorithms shape their digital	Actively shape and monitor children's platform environments rather than leaving algorithmic curation to operate unchecked.; Maintain sufficient platform literacy to stay meaningfully

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
	shown.; Describe the engagement-maximising design features platforms use to extend screen time, including variable reward loops, autoplay, notifications, and streak mechanics.; Define filter bubbles and echo chambers, and explain how they can narrow or radicalise children's content diet and worldview over time.; Explain how children's digital behaviour is tracked, profiled, and monetised by platforms, and the implications of this for their privacy and autonomy.; Distinguish between platforms with stronger child protection frameworks and those with weaker regulatory compliance or oversight.; Identify the role of content moderation in children's online experiences, including its limitations and the harms of exposure to harmful or extreme content.; Describe children's	experience.; Help children identify when their content diet is becoming narrow, repetitive, extreme, or emotionally harmful.; Review and adjust notification settings, autoplay features, and recommendation parameters on children's devices and platform accounts.; Support children to intentionally diversify their online content exposure and seek out multiple perspectives.; Discuss platform business models and data monetisation with children in a way that promotes critical platform literacy.; Identify and use platform tools designed for parental oversight of algorithmic content on children's accounts.; Advocate appropriately for children's digital rights	engaged with the digital spaces children inhabit as these evolve.; Advocate for children's digital rights and appropriate platform regulation in school, parent community, and civic contexts.; Contribute to informed family and community conversations about the systemic influence of digital platforms on children's wellbeing.

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
	digital rights under EU regulation (GDPR, Digital Services Act) relevant to algorithmic profiling and targeted content.	when platforms fail to implement adequate child protection measures.	
F Inclusive Support & School Collaboration	Describe how children with SEN — including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, and anxiety disorders — may experience digital environments differently from neurotypical peers.; Explain how technology can function as both a support and a potential stressor or source of overload for neurodiverse children.; Identify key accessibility features available on common devices and platforms (text-to-speech, screen readers, font adjustments, reduced notification environments, high-contrast modes).; Describe the role of school support	Adapt home digital routines and environments to support the specific sensory, cognitive, and emotional needs of children with SEN or additional learning needs.; Enable and encourage children's use of relevant accessibility features and assistive technologies on home devices.; Maintain regular, constructive communication with teachers and school support staff about children's digital behaviour, wellbeing, and emerging concerns.; Participate constructively in school digital wellbeing initiatives, policy consultations, and parent information sessions.; Advocate	Function as a consistent, informed, and proactive partner to the school in supporting children's digital wellbeing and inclusive digital access.; Bridge school digital guidelines and home digital practice effectively, ensuring consistency for children across both environments.; Ambassador inclusive and equitable digital access for all children — including those with SEN, limited connectivity, or disadvantaged backgrounds — within family and community settings.; Contribute to building a whole-school and whole-community approach to children's digital wellbeing through active partnership and informed advocacy.

Area	KNOWLEDGE What parents know & understand	SKILLS What parents are able to do	COMPETENCES What parents demonstrate in practice
	structures — including Special Educational Needs Coordinators (SENCOs), school counsellors, and digital leads — and how to access them effectively.; Explain the importance of family-school partnership in supporting consistent approaches to digital wellbeing across home and school environments.; Describe the principles of the UN Convention on the Rights of the Child as they relate to digital inclusion and equitable access for all children.; Identify the key elements of effective communication with school staff about a child's digital behaviour, wellbeing, and support needs.	appropriately for digital accommodations, assistive technology access, and inclusive digital practices for children with additional needs.; Access and use school-provided guidance, digital wellbeing resources, and support pathways effectively.; Collaborate with other parents and school community members to build shared understanding of inclusive digital practices.	

A: Digital Awareness & Family Safety

Overview

At this level, parents/ guardians build practical awareness of the key risks children face online and develop the confidence to create safer digital environments at home. This area covers online risk categories — cyberbullying, grooming, inappropriate content, scams, and privacy exposure — alongside an understanding of how digital platforms handle children's data and what protections are in place under EU and national legislation.

Parents/ guardians learn to apply technical safeguards (parental controls, privacy settings) and, critically, to balance these with open, trust-based communication with children — an approach consistently preferred by focus group participants across all six DWELL countries. The emphasis is on proportionate, non-punitive responses to online incidents that preserve the parent-child relationship.

Learning Outcomes (LOs)

In terms of Knowledge

1. Identify the main categories of online risk that children may encounter, including cyberbullying, grooming, inappropriate content, scams, and privacy exposure.
2. Describe how digital platforms collect, use and share children's personal data, and explain how online sharing by children and parents can contribute to children's digital footprints, with implications for their privacy and digital identity.
3. Explain age ratings, platform restrictions, and minimum-age requirements for major social and gaming platforms.
4. Recognise the behavioural and emotional indicators of unhealthy or harmful digital use in children, including withdrawal, mood changes, secrecy, and sleep disruption.
5. Identify key provisions of national and EU legislation relevant to children's online safety and digital rights (e.g., GDPR, DSA child protection obligations).
6. Describe the reporting and support mechanisms available on major platforms and through national child safety organisations.
7. Explain why open communication is more effective than surveillance alone in maintaining children's digital safety.

In terms of Skills

1. Apply age-appropriate parental controls and privacy settings on family devices and the most common social, gaming, and content platforms.

2. Recognise warning signs of cyberbullying, grooming, or online exploitation in children's behaviour and communications.
3. Initiate and sustain open, non-anxiety-inducing conversations with children about online risks and digital safety.
4. Use platform reporting mechanisms and national helplines to report harmful content or suspected exploitation.
5. Evaluate the credibility and relevance of online safety resources, tools, and guidance for families.
6. Explain digital safety risks and protective measures to children in accessible, age-appropriate language.
7. Apply proportionate approaches to children's digital privacy and parental oversight, including making informed decisions about sharing children's personal information, images or content online, taking account of their age and evolving autonomy.

In terms of Competences

1. Create and maintain a safer home digital environment through an integrated combination of technical controls, open communication, and consistent boundaries.
2. Respond proportionately, constructively, and supportively to incidents of online risk or harm affecting their child.
3. Model responsible, transparent, and reflective digital behaviour that demonstrates safety-conscious online practices and respect for children's privacy and digital identity.
4. Advocate for stronger digital safety practices and policies within their school and community.

B: Emotional & Social Wellbeing Support

Overview

This area addresses one of the most consistently reported concerns in the DWELL parent focus groups: the emotional and social consequences of children's digital life. Parents across all six countries described anxiety, low self-esteem, peer comparison, and social conflict as primary worries, yet many reported feeling ill-equipped to respond.

This framework area equips parents to understand the emotional mechanisms behind social media engagement — validation-seeking, fear of missing out, and social comparison — and to support children in developing resilience and a healthy sense of identity that is not contingent on online approval. Parents/ guardians also learn how to maintain non-punitive, ongoing dialogue that children can trust.

Learning Outcomes (LOs)

In terms of Knowledge

1. Describe how social media use influences children's self-esteem, body image, and sense of identity through mechanisms such as social comparison and validation-seeking.
2. Explain the emotional patterns associated with likes, comments, follower counts, and social performance metrics on children's wellbeing.
3. Recognise signs of digital anxiety, fear of missing out (FOMO), social isolation, and online-related emotional distress in children.
4. Explain the role of online gaming communities, group chats, and digital social spaces in children's social development and peer belonging.
5. Describe the evidence-based links between nighttime device use, social media engagement, sleep quality, mood, and mental health in children and adolescents.
6. Identify the risk factors that make some children more vulnerable to emotional harm from digital social environments.
7. Describe when and how to seek professional support (school counsellor, psychologist, child mental health services) for digital-related emotional concerns.

In term of Skills

1. Discuss the emotional impact of social media and online social interactions with children using age-appropriate, empathic language.
2. Support children to develop emotional resilience, critical perspective, and a stable sense of identity independent of online validation.
3. Help children process and contextualise online social conflicts, exclusion, or harmful interactions constructively.
4. Create non-judgmental, low-pressure opportunities for children to share their digital experiences, concerns, and emotional reactions.

5. Identify early indicators of digital-related emotional distress and distinguish between normal developmental experiences and signs requiring professional attention.
6. Communicate with school staff (counsellors, form tutors, digital leads) when children show signs of emotional distress linked to digital experiences.
7. Model emotional balance and critical awareness in the parent's own use of social media and digital communications.

In terms of Competences

1. Maintain ongoing, trusting, non-punitive dialogue with children about the emotional and social dimensions of their digital life.
2. Integrate emotional wellbeing conversations naturally and consistently into family digital routines without creating anxiety or pressure.
3. Collaborate effectively with school and community support structures when children exhibit signs of digital-related emotional distress.
4. Build a home environment in which children feel safe disclosing digital difficulties without fear of disproportionate sanction.

C: Healthy Digital Routines & Boundaries

Overview

Focus group findings across all DWELL countries consistently highlighted a tension between parents wanting to limit screen time and feeling unable to enforce boundaries effectively — particularly as children became adolescents. This framework area addresses that tension directly.

Parents/ guardians gain a grounded understanding of evidence-based screen time guidance, the specific harms of bedtime device use, and the principles behind effective family digital routines. The emphasis is on collaboration — co-designing rules with children rather than imposing them — and on consistency over intensity. Parents/ guardians learn to develop a family digital agreement as a practical, adaptive tool.

Learning Outcomes (LOs)

In terms of Knowledge

1. Summarise evidence-based guidance on recommended screen time and device use patterns for different age groups (toddlers through adolescents).
2. Explain the physiological and cognitive mechanisms by which nighttime device use and blue light exposure disrupt sleep and affect academic performance.
3. Describe how sedentary screen behaviour contributes to physical health concerns including reduced physical activity and postural issues.
4. Explain why consistent, collaboratively agreed family rules are more effective than reactive or punitive restrictions in shaping children's digital behaviour.
5. Describe the structure and purpose of a family digital agreement, including key components such as screen-free times, device-free spaces, and boundaries around content.
6. Identify developmental differences in children's capacity for digital self-regulation at different ages.
7. Explain the importance of modelling healthy digital habits as a parent, and the impact of parental behaviour on children's digital norms.

In terms of Skills

1. Establish consistent, developmentally appropriate household screen time rules developed in collaboration with children.
2. Designate and maintain device-free times (mealtimes, bedtimes, homework periods) and device-free spaces (bedrooms, dining areas) in the home.
3. Support children in developing digital self-regulation, time-awareness, and the ability to disconnect from devices independently.
4. Model balanced, intentional digital habits visibly and consistently in the parent's own device use.

5. Co-design a family digital agreement with children, covering screen time limits, content boundaries, and expectations for responsible use.
6. Adapt screen time rules and digital boundaries according to children's maturity, individual needs, and types of digital activity, balancing autonomy with appropriate supervision.
7. Respond to digital boundary violations constructively and proportionately, maintaining the relationship while upholding expectations.

In terms of Competences

1. Sustain a household culture in which healthy digital habits are normalised, consistently modelled, and positively reinforced rather than primarily enforced through punishment.
2. Balance children's legitimate needs for digital socialisation, learning, and recreation with the family's collective physical and emotional wellbeing.
3. Maintain and adapt the family digital agreement over time as children's ages, needs, and digital environments evolve.
4. Serve as a visible model of intentional, balanced, and reflective digital behaviour for children.

D: AI & Critical Digital Literacy

Overview

AI literacy emerged as one of the most significant knowledge gaps identified in DWELL parent focus groups, with parents across all six countries expressing uncertainty about how to guide children in an era of chatbots, deepfakes, and algorithmically generated content. This area provides parents with practical, non-technical AI literacy sufficient to guide their children.

Parents/ guardians develop an understanding of what AI tools are, how they generate content, and why that content may be unreliable, biased, or misleading. They learn to apply and model critical thinking habits — source checking, recognising AI-generated content, distinguishing between appropriate AI assistance and academic dishonesty — in everyday family digital conversations.

Learning Outcomes (LOs)

In terms of Knowledge

1. Describe at a practical level what AI tools are — including chatbots, image generators, recommendation engines, and content moderation systems — and how they generate or curate outputs.
2. Explain the concept of AI-generated content and why such content may be unreliable, biased, factually incorrect, or misleading.
3. Define misinformation, disinformation, and deepfakes, and explain the role of AI in their creation and distribution.
4. Describe how algorithmic content recommendation shapes what children see online and may limit exposure to diverse perspectives.
5. Explain how AI tools are currently used in children's schoolwork, social platforms, and digital entertainment, and the ethical and academic implications.
6. Describe key principles of source evaluation and fact-checking, including checking information across multiple reliable sources.
7. Explain the difference between using AI as a legitimate learning aid and using it in ways that undermine learning or constitute academic dishonesty.

In terms of Skills

1. Guide children to question AI-generated content, verify claims independently, and apply critical thinking to digital information.
2. Help children distinguish between credible, authoritative sources and unreliable, AI-generated, or manipulated content.

3. Discuss with children when and how AI tools can appropriately support schoolwork, and when reliance on AI undermines genuine learning.
4. Model critical and reflective engagement with digital news, social media content, videos, and AI-generated material in daily family life.
5. Introduce and practise fact-checking habits — using verification tools and checking information across multiple reliable sources — in everyday family digital conversations.
6. Explain the concept of deepfakes and how to identify potentially manipulated images, videos, or audio in an age-appropriate way.
7. Support children to develop independent judgement in digital content evaluation rather than passive acceptance of algorithmically presented information.

In terms of Competences

1. Support children to approach digital content critically, check information when needed, and develop independent judgement about what they encounter online.
2. Maintain sufficient, practically relevant knowledge of current AI tools and their implications to meaningfully guide children.
3. Integrate media literacy and critical AI awareness naturally and consistently into family digital conversations.
4. Share media literacy knowledge and concerns with other parents and contribute to school community digital literacy initiatives.

E: Algorithm & Platform Awareness

Overview

This area builds parents' understanding of the invisible forces shaping their children's digital environment. Recommendation algorithms, engagement-maximising design patterns, and data-driven profiling were poorly understood by the majority of focus group participants, yet these mechanisms have a profound influence on what children see, how long they stay online, and what beliefs and attitudes they form.

Parents/ guardians learn how platforms are designed to maximise engagement, how filter bubbles form, and how children's attention and behaviour are monetised. This knowledge enables parents/ guardians to take active steps — adjusting platform settings, diversifying content exposure, and having informed conversations with children — rather than leaving algorithmic curation unchecked.

Learning Outcomes (LOs)

In terms of Knowledge

1. Explain how recommendation algorithms work across major platforms (social media, streaming, gaming) and how they determine what content children are shown.
2. Describe engagement-maximising and commercial design features used by digital platforms and games, including variable reward loops, autoplay, notifications, streak mechanics, in-app purchases, virtual currencies, and chance-based rewards.
3. Define filter bubbles and echo chambers, and explain how they can narrow or radicalise children's content diet and worldview over time.
4. Explain how children's digital behaviour is tracked, profiled, and monetised by platforms, and the implications of this for their privacy and autonomy.
5. Distinguish between platforms with stronger child protection frameworks and those with weaker regulatory compliance or oversight.
6. Identify the role of content moderation in children's online experiences, including its limitations and the harms of exposure to harmful or extreme content.
7. Describe children's digital rights under EU regulation (GDPR, Digital Services Act) relevant to algorithmic profiling and targeted content.

In terms of Skills

1. Explain to children in accessible, age-appropriate terms why certain content appears repeatedly in their feeds and how algorithms shape their digital experience.
2. Help children identify when their content diet is becoming narrow, repetitive, extreme, or emotionally harmful.

3. Review and adjust relevant platform and game settings, including privacy, recommendation, purchase and spending controls, to support children's safer and more balanced digital engagement.
4. Support children to intentionally diversify their online content exposure and seek out multiple perspectives.
5. Discuss platform business models and data monetisation with children in a way that promotes critical platform literacy.
6. Identify and use platform tools designed for parental oversight of algorithmic content on children's accounts.
7. Advocate appropriately for children's digital rights when platforms fail to implement adequate child protection measures.

In terms of Competences

1. Actively shape and monitor children's platform environments rather than leaving algorithmic curation to operate unchecked.
2. Maintain sufficient platform literacy to stay meaningfully engaged with the digital spaces children inhabit as these evolve.
3. Advocate for children's digital rights and appropriate platform regulation in school, parent community, and civic contexts.
4. Contribute to informed family and community conversations about the systemic influence of digital platforms on children's wellbeing.

F: Inclusive Support & School Collaboration

Overview

The DWELL focus groups consistently identified a disconnect between home and school in managing children's digital wellbeing — parents felt under-informed about school digital policies, and schools felt unable to extend their influence into the home. This area builds parents as effective partners in the school-home digital wellbeing ecosystem.

Parents/ guardians also develop awareness of how children with Special Educational Needs (SEN) — including ASD, ADHD, dyslexia, and anxiety disorders — may experience digital environments differently, and how assistive technologies and accessibility features can support rather than further burden these learners. The area promotes inclusive, equitable digital access for all children.

Learning Outcomes (LOs)

In terms of Knowledge

1. Describe how children with SEN — including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, and anxiety disorders — may have different needs and experiences in digital environments.
2. Explain how technology can function as both a support and a potential stressor or source of overload for children with SEN or additional needs.
3. Identify key accessibility features available on common devices and platforms (text-to-speech, screen readers, font adjustments, reduced notification environments, high-contrast modes).
4. Describe the role of school support structures — including Special Educational Needs Coordinators (SENCOs), school counsellors, and digital leads — and how to access them effectively.
5. Explain the importance of family-school partnership in supporting consistent approaches to digital wellbeing across home and school environments.
6. Describe the principles of the UN Convention on the Rights of the Child as they relate to digital inclusion and equitable access for all children.
7. Identify the key elements of effective communication with school staff about a child's digital behaviour, wellbeing, and support needs.

In terms of Skills

1. Adapt home digital routines and environments to support the specific sensory, cognitive, and emotional needs of children with SEN or additional learning needs.
2. Enable and encourage children's use of relevant accessibility features and assistive technologies on home devices.

3. Maintain regular, constructive communication with teachers and school support staff about children's digital behaviour, wellbeing, and emerging concerns.
4. Participate constructively in school digital wellbeing initiatives, policy consultations, and parent information sessions.
5. Advocate appropriately for digital accommodations, assistive technology access, and inclusive digital practices for children with additional needs.
6. Access and use school-provided guidance, digital wellbeing resources, and support pathways effectively.
7. Collaborate with other parents and school community members to build shared understanding of inclusive digital practices.

In terms of Competences

1. Function as a consistent, informed, and proactive partner to the school in supporting children's digital wellbeing and inclusive digital access.
2. Bridge school digital guidelines and home digital practice effectively, ensuring consistency for children across both environments.
3. Champion inclusive and equitable digital access for all children — including those with SEN, limited connectivity, or disadvantaged backgrounds — within family and community settings.
4. Contribute to building a whole-school and whole-community approach to children's digital wellbeing through active partnership and informed advocacy.

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