

Piloting the HERMMES curriculum: A participatory holistic school development process towards a sustainable and balanced media concept

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The pan-european HERMMES (www.hermmes.eu) project aims to provide methods and materials which support educational settings from kindergarten to upper school in their quest to achieve a challenging integration: Sustainably fostering the full range of student's digital skills in alignment with the European Digital Competences Framework (European Commission 2022) as well as preventing digital risks, addressing both the educational setting as well as the family and community setting in this endeavour. In the preliminary version of the HERMMES curriculum (HERMMES, 2023), which contains examples of learning scenarios for 6 age categories between 0 and 18 years, activities for fostering social and emotional skills as foundation and predecessor of related „digital skills“ are predominant in the lower age categories, so the curriculum seems particularly suited for use in educational settings with a focus on different developmental stages and experience-based learning, such as Montessori, Nature/Outdoor and Waldorf approaches.

In a German Waldorf school, a participatory holistic school development process was planned, piloted and evaluated (Wegerl, 2024) following the eleven-step iterative „process wheel“ by Kreher and Solf (2014). An appointed central coordinator steered the process which included five half-day conferences for all pedagogical staff and led to the publication of a „school media concept“ about one year after the kickoff meeting. A media delegation consisting of teachers, parents and students provided regular contributions to the process. After a phase of open collection of suggestions and existing good practices from staff members, in step four of the „process wheel“ an extended version of the HERMMES curriculum was used for the structured collection of existing and suggested practices. We will briefly describe all steps in the process, discuss conditions for success as well as obstacles both for pedagogical experts as well as for school leaders, and suggest adaptations for schools with less available resources.



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