

Institutional Self Assessment (ISA) Teachers Guide



F3 TOOLS GUIDE - ISA for teachers & headmasters

1.1 Introduction

The Institutional Self-Assessment Tool (ISA) is a questionnaire designed to evaluate the level of well-being and mental health within your institution. It is an essential diagnostic tool for leadership and staff, aimed at mapping and measuring the effectiveness of current school strategies.

You are asked to express your level of agreement on statements related to policies, practices, and resources activated by the school. Upon completion, the institution will receive an overall score and be placed in a specific profile, accompanied by targeted and personalized recommendations for continuous improvement.

The application guarantees the complete anonymity of the user. No personal data is collected, stored, or processed, in full compliance with Legislative Decree 196/2003 and the European GDPR Regulation (EU) 2016/679, to ensure a safe and confidential experience.

The goal is to transform the collected data into strategic actions to consolidate a culture of well-being for students and staff.

1.2 Structure and Sections of the Questionnaire

The ISA questionnaire is structured into 8 main thematic areas, which holistically cover the whole-school approach to promoting mental health and institutional well-being.

Section (Area)	Main Topics Covered (Item Examples)
1. Strategy and Policy	Structural inclusion of mental health in the curriculum, formal well-being policies, monitoring of developments in the sector, allocation of financial resources, involvement of leadership and dedicated working groups.
2. Flexibility in Teaching and Learning	Structured inclusion of life skills, interdisciplinary approach to mental health, pedagogical flexibility for students facing difficulties, reduction of workload, and prevention of burnout.
2 BIS. Staff Development	Continuous training on mental health for staff, application of innovative training in the classroom, tutoring and mentoring programs for students, conscious use of digital tools.
3. Shared Values, Culture, and Positive	Welcoming practices, promotion of empathy and mutual respect, anti-stigma and anti-discrimination culture,

Classroom Climate	involvement of staff and students in decisions about the school climate, promotion of openness and trust.
4. Learning and Teaching Environment – Design of the School and Classrooms	Design of common spaces and classrooms according to criteria of safety, healthiness, sustainability, and inclusiveness to meet the diverse needs of students and teachers.
5. Community Strengthening and Collaboration	Active collaboration with families and local stakeholders (professional services and companies) for the planning and implementation of mental health promotion interventions.
6. Well-being and Mental Health Prevention Programs in Schools	Integration of cultural diversity, regular anti-stigma programs, structured activities to strengthen physical and emotional well-being (mindfulness, sports, etc.).
7. Student and Teacher Voice and Involvement	Opportunities for students and staff to express their opinions and influence decisions on curriculum, assessment, schedules, and well-being policies.
8. Support for Students and Teachers	Active mental health support strategies for staff, clear promotion of help services (internal and external), staff and students' ability to recognize signs of distress, and collaboration with external services.

1.3 Why is Your Contribution Necessary?

Your participation is indispensable as principals and teachers, you are the agents of change and the primary implementers of school policies.

- **Institutional Validation:** By providing your perception, you validate the effectiveness and dissemination of the policies and resources that the institution has implemented or intends to implement. Your perspective provides a crucial mapping of institutional commitment.
- **Operational Diagnosis:** Your contribution allows for the identification of where strategies are well integrated into teaching practice and where, instead, operational gaps, lack of awareness, or the need for additional training (competency gap) persist.
- **Strategic Orientation:** The aggregated results from staff and leadership will be used to:
 - Define priority action plans based on objective data.
 - Allocate the budget more effectively for training and support services.
 - Justify the need for additional resources to local and regional authorities.
- **Promotion of Staff Well-being:** Since the questionnaire includes a specific section on staff support, your answers directly contribute to improving the working conditions and psychological well-being of the teaching and leadership community.

In summary, your participation is the foundation upon which to build an evidence-based well-being strategy and a more resilient school environment for everyone.

1.4 How to Use the Scale

For each statement in the questionnaire, please evaluate the extent to which it is true for your institution, using the following five-point Likert scale.

Score	Response Description	Institutional Meaning
1	Not at all true	The described practice or resource is absent or not significantly implemented in our school.
2	Slightly true	The practice exists, but it is weak, fragmented, or known only to a few staff members.
3	Moderately true	The practice is in place, but it needs more structure, consistency, or monitoring to be fully effective and widespread.
4	Quite true	The practice or resource is well-defined, widely implemented, and recognized by most of the school community.
5	Completely true	The practice or resource is fully integrated into the school culture and policies, representing a consolidated standard practice.

1.5 Explanation of Results

The final ISA score places the institution in a Well-being and Mental Health Profile, providing a quantitative and qualitative assessment of the level of commitment and performance.

Correlation between Score and Well-being:

The results are analyzed at the individual item level, thematic area level, and total score.

Profiles and Strategic Implications

Score Range	Profile Title	Description (Current Effectiveness Level)
0-15 points	Critical Zone (Urgent Need for Improvement)	The school requires immediate intervention. Significant gaps exist in support for the well-being and mental health of students and staff.
16-30 points	Challenge Area	The school has begun to recognize some issues, but lacks a solid and systemic structure to provide effective and consistent support.

31-45 points	Improvement Area	Several good practices have been initiated, but greater structuring and systematic integration of well-being and mental health into all aspects of school life are needed.
46-60 points	Good Practices in Place	The school has developed a solid culture of well-being, with well-structured initiatives and active community participation. Strategies need to be consolidated and formalized.
61-75 points	Model of Excellence	The school is a benchmark example in the integration of mental health and well-being, with an active community committed to continuous innovation.

1.6 Possible Future Interventions

The ISA results will guide the school towards the adoption of targeted strategies, in line with the profile obtained. The recommendations are personalized to ensure progress from one profile to the next, aiming for continuous and sustainable improvement (based on the recommendations provided in the document):

- **Strategic Planning:** Establish a dedicated working group and formalize well-being policies in clear and shared institutional documents.
- **Professional Development:** Expand continuous training programs for staff on topics such as recognizing distress, stress management and mindfulness, and the ethical use of digital tools.
- **Curricular Integration:** Systematically integrate well-being and mental health into the educational curriculum in an interdisciplinary way.
- **Networking:** Strengthen collaboration with external professional mental health services, families, and local stakeholders for more widespread and effective support.
- **Monitoring:** Improve the systematic monitoring and evaluation of existing initiatives to measure their impact and ensure their long-term effectiveness.

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