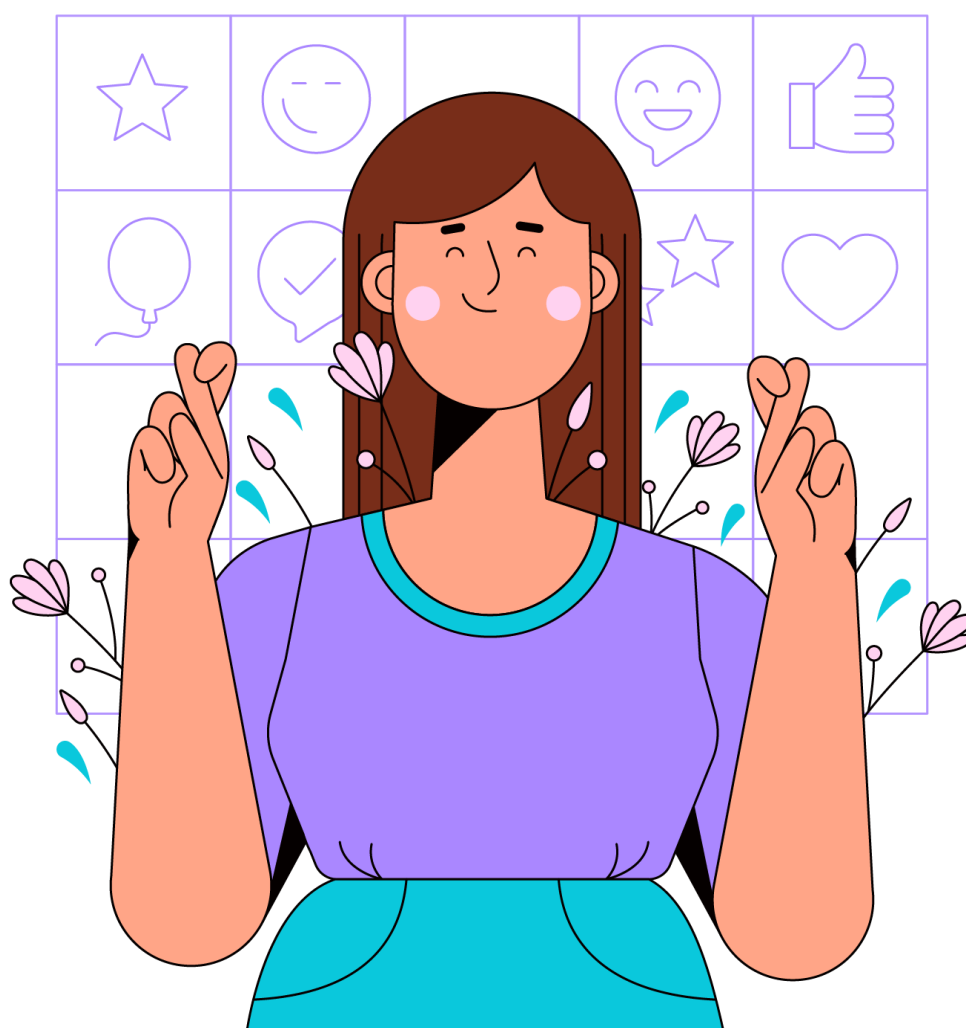


PERMA Digital Well-being Index for Teachers



User Manual

Each statement is rated on a 5-point Likert scale:

1 – Strongly Disagree 2 – Disagree	Low Scores (1–2): Signals potential risks or gaps; prioritise these areas for strategic planning and support.
3 – Neither Agree nor disagree	Moderate Scores (3): Suggests room for improvement; may benefit from targeted interventions or training.
4 – Agree 5 – Strongly Agree	High Scores (4–5): Indicates strong alignment with digital well-being practices; consider sharing best practices.

Scores can be aggregated by domain to assess strengths and areas for growth. Optionally, average scores per domain are calculated and compared across roles (e.g., teachers, students, leaders). Use trends across domains to inform professional development planning, technology purchase decisions, curriculum updates and policy revision.

PERMA Digital Well-Being Index for Teachers

Each statement is phrased for self-assessment, and a 5-point scale is used (e.g., 1 = Strongly Disagree to 5 = Strongly Agree):

Category	Statement	Score
Internal Factors		
Positive Emotion	While using everyday digital tools, I feel more confident in doing my job	
	Using digital tools makes my work more enjoyable	
	I feel frustrated when I use everyday digital tools at work	
Engagement	I manage screen time when I use digital technologies at work	
	I take regular breaks when using digital tools at work	
	I am able to focus on the task at hand when using digital tools	
Relationships	Digital tools support strong and positive relationships with my students	
	Digital tools support my collaboration with colleagues	
	Digital tools help me feel I belong to the school community	
	I can balance digital and in-person communication with my colleagues, students, and their parents	
Meaning	Digital tools help me teach in line with my values	
	Digital tools help me create more meaningful learning experiences	
	Digital tools help to make my working life more meaningful	
Accomplishment	I use digital tools to achieve my professional goals	
	I have the digital skills I need to succeed in my teaching role	
	I feel organised when I use digital tools for my work	
	I am able to select the right digital tools to accomplish my goals as a teacher	
External Factors		
Culture	In our school we reflect on safe, purposeful and balanced use of digital tools.	

	Our school provides training / guidelines on how to manage online threats and protect personal data	
	I have access to continuous support on the use of digital tools and their impact on well-being.	
	I am provided with training on how to manage and mitigate various online threats and protect personal data	
Family	In our school, we work with parents on the responsible use of digital tools at home (e.g. managing screentime)	
	In our school, communication with parents is balanced between digital and in-person communication	
	In our school, communication with parents is convenient thanks to dedicated digital tools	
Infrastructure	The digital tools we are provided are easy to use	
	In our school, teachers participate in the decision-making regarding new digital tools and well-being	
	Teachers' voices are heard regarding their needs and experiences with digital tools in our school	
	We have sufficient resources and up-to-date digital technologies.	
Policy	Our school promotes balanced and mindful use of digital tools	
	The national education policies guide balanced and purposeful use of digital technology	
	Our school has clear rules on when and where digital tools may be used	
	Our school has guidelines/strategy to manage online safety and personal data	
Curricula	Our curriculum includes digital well-being	
	In our school, students learn about digital and online safety	
	Digital tools help students achieve the learning outcomes of the curriculum	