



case study / teacher survey

Student Voice in Action: Strengthening Teaching and Exam Readiness.

A structured teacher survey that combined teachers' ratings of their own performance with student feedback.



Table of Contents

1. Overview	3
2. Client Objective	3
3. Approach	3
4. Key Insights	4
5. Principal Feedback	6
6. Actions Implemented	6
7. Impact	6
8. Why Omnicor	7

Table of Figures

Figure 1: Comparison of Student and Teacher Self-Ratings Across Campuses	4
Figure 2: Item-Level Comparison of Teacher and Student Perceptions	5
Figure 3: Teacher Survey Results by Subject Area	5

1. Overview

Within the education sector, schools are increasingly required to balance accountability, teaching quality, and learner outcomes in a complex and high-pressure environment. While examination results and traditional performance evaluations remain important indicators, they often provide limited insight into how teaching is experienced by students on a day-to-day basis, particularly in relation to classroom practice, teacher– student interactions, and learner engagement.

To address this challenge, a group of independent schools partnered with Omnicor to implement a structured teacher survey that combined teachers' ratings of their own performance with student feedback. The initiative was designed to strengthen teaching impact, enhance the student experience, and support consistent preparation for IEB matric examinations, while equipping school leadership with reliable, actionable insight to inform decision-making.

2. Client Objective

The client's objectives included integrating structured student feedback into their existing performance framework in a way that was rigorous, practical, and future-focused. The approach needed to be methodologically sound, efficient to administer at scale, and applicable across grades, subjects, and school brands. The information generated also needed to be credible and usable in practice, enabling school leadership to make informed decisions and support meaningful, targeted performance and development conversations with teaching staff.

3. Approach

A bespoke survey was developed that combined quantitative measures, enabling benchmarking and trend analysis, with qualitative, open-ended questions that provided richer contextual insight. Students were also given the opportunity to submit anonymous written feedback to their teachers, further enhancing the developmental value of the process. The Omnicor 360° system provided a user-friendly online platform through which students rated their teachers and teachers rated themselves across the same set of dimensions. This parallel approach enabled meaningful comparison and highlighted areas of alignment and divergence between student and teacher perceptions. Each school principal received access to a dedicated interactive dashboard, allowing results to be explored by campus, department, subject, grade, and teacher. This supported the identification of patterns and trends and enabled leadership to provide

informed, evidence-based feedback. Teachers, in turn, received individual feedback reports, allowing for reflection on areas of strength and development ahead of formal performance discussions. Following this, principals participated in a structured session with an Omnicor facilitator, during which they were guided through the dashboard and supported in navigating and interpreting the data effectively. After the session, principals were invited to complete a short evaluation survey reflecting on their experiences.

4. Key Insights

Overall, students rated their teachers very positively, with an average score of 4.88 out of 6. Teachers rated themselves more favourably, with an average score of 5.34, suggesting that some teachers may overestimate their impact in certain areas, particularly in relation to teaching effectiveness.

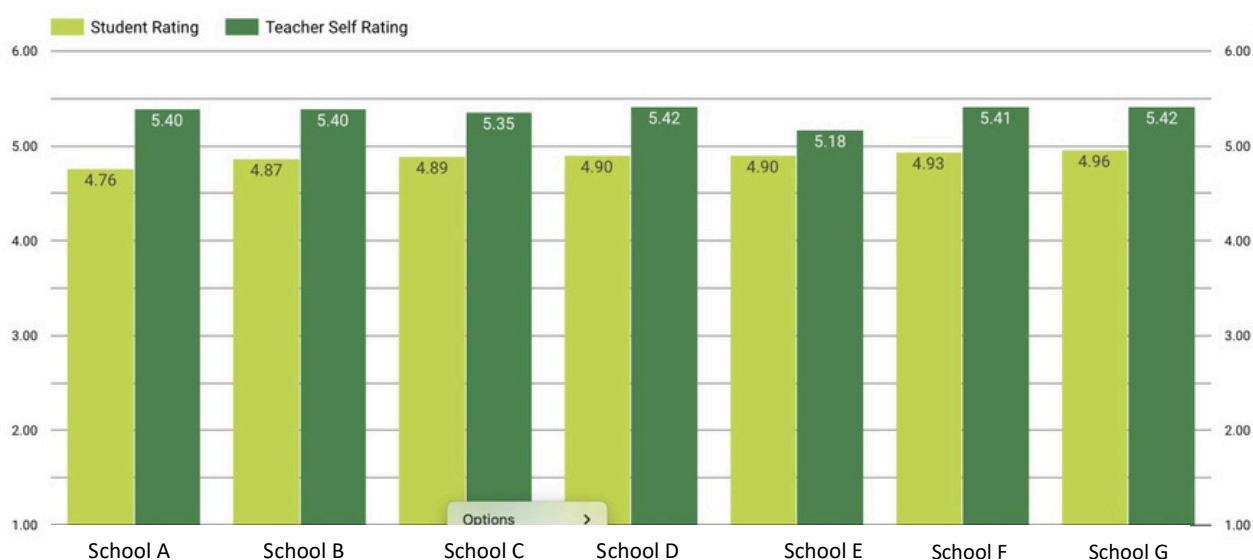


Figure 1: Comparison of Student and Teacher Self-Ratings Across Campuses

Students rated teachers most strongly on core instructional competence and the classroom culture they fostered. High ratings were associated with clear explanations of subject content, well-structured assignments and activities, visible support when students struggled, and encouragement of participation during lessons.

Lower ratings were observed in areas such as supporting individual learning needs, providing clear and actionable feedback on assessments, and making subject content engaging. This indicates that the greatest opportunity for improvement lies not in foundational teaching skills but in how instruction is adapted, feedback is translated into learning progress, and engagement is sustained at an individual learner level.

Question	Dimension	Teacher	Students	Difference Δ	Acme
Is able to maintain discipline and keep the class environment organised and respectful.	Classroom Culture	5.50	4.86	-0.64	4.88
Gives clear feedback on students' assessments to help students understand what went well and what needs to improve.	Assessing	5.44	4.83	-0.62	4.84
Gives clear instructions for assignments and activities.	Teaching	5.72	5.12	-0.60	5.04

Figure 2: Item-Level Comparison of Teacher and Student Perceptions

The graph below depicts average subject ratings only. However, when response volumes were taken into account, subjects such as Geography, History, Business Studies, and Life Sciences emerged as the highest-rated, while Computer Applications Technology, First Additional Language Afrikaans, Life Orientation, and Mathematical Literacy were among the lower-rated subjects. This variation underscores that teaching effectiveness is experienced differently across disciplines, reinforcing the value of subject-specific insight rather than a one-size-fits-all approach to improvement.

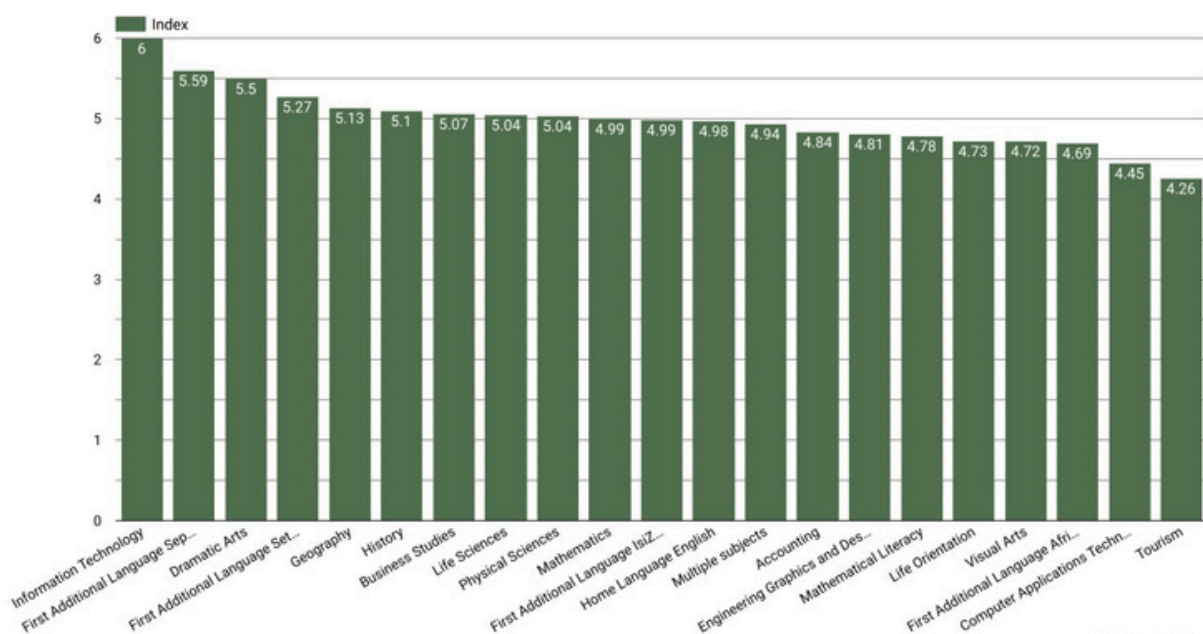


Figure 3: Teacher Survey Results by Subject Area

5. Principal Feedback

Feedback from principals on the facilitated dashboard sessions was highly positive. They described the facilitator as insightful and expressed that the dashboard was clearly explained and easy to understand. In addition, they indicated leaving the session with a clearer understanding of the results, reflecting the practical value of the walkthrough. The sessions were described as thorough, informative, and accessible, with one principal specifically highlighting the benefit of learning how to fully utilise the dashboard functionality to extract meaningful insights. This feedback suggests that the facilitated walkthrough of the interactive dashboards enhanced principals' confidence in navigating the information, strengthened their ability to interpret trends and patterns within the data, and supported more informed, evidence-based conversations within their schools.

6. Actions Implemented

School principals used the survey findings as a diagnostic input, integrating the data with their contextual understanding of teachers, learners, and curriculum demands. This enabled more informed decisions about teaching allocations for the 2026 academic year and provided a clearer foundation for focused, evidence-based performance discussions. One example of how the insights were applied involved a teacher who demonstrated strong subject knowledge but received lower ratings for adapting explanations and teaching approaches to diverse learning needs. Based on this insight, the principal reassigned the teacher to a more advanced class where conceptual depth was critical, while allocating more remedial teaching responsibilities to a colleague better suited to that context. The adjustment improved alignment between teaching strengths and learner needs, positioning it as developmental rather than corrective, and reinforced a culture of growth and intentional placement.

7. Impact

The teachers survey delivered impact at individual, leadership, and organisational levels. For teachers, the process supported greater self-awareness by providing structured insight grounded in learner experience. The comparison between self-perception and student input encouraged reflection and ownership, helping teachers better understand how their teaching practices were experienced in practice rather than how they were intended. For school leadership, the survey provided a more balanced and evidence-based foundation for performance conversations.

Rather than relying solely on outcomes or informal observation, principals were able to engage teachers using credible, shared data, reducing defensiveness, and enabling more constructive dialogue. The use of anonymous student feedback further increased trust in the process, encouraging honest input while protecting relationships and psychological safety. At an organisational level, the combination of quantitative and qualitative data enabled earlier identification of emerging patterns and pressure points. This supported a more proactive approach to quality assurance and professional development, allowing schools to intervene earlier and with greater precision, rather than responding only once issues were reflected in learner outcomes.

8. Why Omnicor

Omnigor's teacher surveys enable schools to move beyond informal perceptions and isolated performance indicators to a structured, evidence-based understanding of teaching effectiveness. By integrating student and teacher perspectives, these surveys provide a balanced view of classroom practice that reflects both intention and experience.

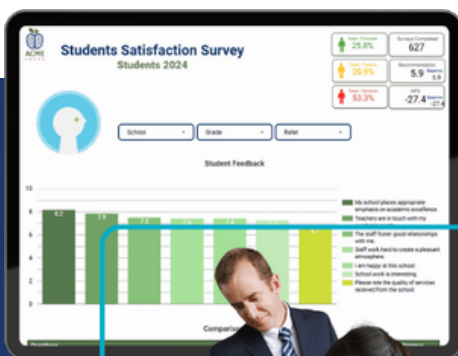
Each survey is bespoke, aligned to the school's teaching standards and priorities, and designed to generate insight that can be meaningfully interpreted at individual, departmental, and school levels. The emphasis is not simply on measurement, but on producing data that supports sound judgement, fair comparison, and confident decision-making.

The Omnicor 360° system enables teacher survey results to be used consistently over time and at scale, supporting schools in identifying patterns, monitoring progress, and embedding reflective practice as part of ongoing performance and development processes. This positions teacher surveys as a practical management and development tool, rather than a once-off intervention.

For schools seeking a credible, scalable means of understanding teaching impact, Omnicor's teacher surveys offer a structured, development-focused approach that supports informed leadership and continuous improvement.

For more information about Omnicor's School & Teacher Surveys, contact od@omnicor.co.za

<https://omnicor.co/schools-teacher-surveys>



Gain deeper insights into your schools education data analytics to identify strengths & areas of improvement

