

Teacher Performance Management Oriented to Professional Growth Through Coaching and Mentoring

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ABSTRACT

This article discusses a teacher performance management model oriented toward professional growth through a coaching and mentoring approach. The purpose of this paper is to describe the design of a teacher performance management model oriented toward professional growth through a coaching and mentoring approach. This research method is based on a qualitative literature review that synthesizes theoretical perspectives on coaching conversations, senior-junior mentoring programs, collaborative academic supervision, and principal competencies as instructional coaches. The results of this study describe how coaching conversations can structure goal setting, classroom reflection, and follow-up planning, while mentoring provides a systematic transmission of pedagogical experience from senior teachers to novice teachers. Collaborative supervision is presented as a bridge between classroom observation and constructive feedback. This article further outlines the organizational and ethical prerequisites for implementing this model, including leadership commitment, time allocation, documentation practices, and a school climate that values openness and shared responsibility for learning. The proposed framework is intended to guide schools in redesigning teacher performance management in a way that strengthens professional identity, improves teaching quality, and fosters a sustainable learning community among educators.

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1. INTRODUCTION

The changes in the world of education in the twenty-first century have required schools to reimagine the way they understand teacher performance and how to facilitate their professional growth. Education plays a big role as a tool of social mobility for children (Akmal *et al.*, 2015) (Hartono & Sulisty, 2022). In many institutions, teacher performance is still perceived solely as fulfilling administrative demands, class attendance, and achievement of students' exam scores. In fact, efforts to improve the quality of education depend heavily on the extent of professionalism and competence possessed by the educators themselves

(Sinambela et al., 2014; Putra et al., 2017). This view easily shifts towards assessments that emphasize shortcomings, so that teachers feel supervised, not supported. At the same time, public expectations for the quality of education services are increasing continuously. Teachers are expected to be creative, reflective, and adaptive to changes in the curriculum and developments in learning technology (Siemionów, 2024). Effective leadership is needed to ensure that teacher performance remains at an optimal level (Saputra & Darmawan, 2023). In the tension between high demands and grading systems that tend to judge from the final results, there is a need to reorganize teacher performance management. Performance management based on dialogue, trust, and professional partnerships is gaining attention as a way to facilitate the sustainable development of teachers within the framework of a healthy and empowered school organization.

In practice in various schools, teacher performance evaluation is often carried out through classroom supervision that is oriented towards monitoring and reporting (Aslam, 2024). The principal or supervisor enters the classroom with an observation instrument, fills out an assessment sheet, and then delivers feedback that revolves around strengths and weaknesses. This process often takes place in a short amount of time, with limited dialogue space. Field conditions show that the leadership style of a school principal and the atmosphere of the work environment have a real influence on the performance results shown by teachers (Bashor et al., 2024). Teachers feel in a vulnerable position, are worried about making mistakes, and find it difficult to express the learning challenges they are actually facing. This condition fosters a psychological distance between the teacher and the assessor, so that the results of the evaluation have the potential not to be a material for joint reflection. In the midst of the desire to improve the quality of learning, this supervision pattern that more closely resembles formal inspections risks hindering the birth of a professional learning culture among educators. Therefore, it is very important to understand the relationship between school leadership in order to create more meaningful work results (Rahmawati & Darmawan, 2024). In such situations, the idea of supervision that breathes coaching and mentoring emerges as an alternative that provides a safe space for teachers to reflect, test new ideas, and develop their own capacity.

The coaching approach in teacher performance management offers a different paradigm, as it makes structured conversations the core of the process (Boguslav, 2024). The main orientation is to invite teachers to explore their teaching experiences, recognize strengths, and identify areas that need to be refined with self-awareness. Through inclusive communication, collaboration between individuals in educational institutions will run more harmoniously and openly (Sajjapong et al., 2025). Instead of placing the principal or supervisor as the sole assessor, coaching views them as dialogue partners who facilitate the teacher's thought process through directed questions. In such a way, feedback is not only conveyed in one direction, but is born from a shared reflection on learning practices in the classroom. Teachers do not feel judged, but rather are helped to clarify goals, formulate improvement steps, and monitor personal progress. In addition to technical competence, the personality side of a teacher also plays an important role because it directly affects the formation of character and behavior of students at school (Zalillah & Darmawan, 2025). This approach is in line with the view that teacher professionalism develops through a lifelong learning process, which demands openness, courage to try, and consistent emotional and intellectual support from the school environment.

In many schools, the relationship between senior teachers and new teachers holds great opportunities to strengthen performance management (Shanks et al., 2020). Senior teachers' long experience in managing classrooms, developing learning tools, and dealing with student diversity is a valuable learning resource. This adaptation process is crucial, considering that novice teachers need mental resilience and readiness to face a challenging world of work (Liwak et al., 2023). But without systematic management, this relationship is often limited to brief advice or incidental help when problems arise in the classroom. A well-designed mentoring program allows for more directed, measurable, and sustainable knowledge exchange. Senior teachers act as companions who help novice teachers read learning situations, plan strategies, and reflect after teaching. In addition to the practical aspects, an understanding of mental and spiritual development also needs to be the foundation of the educational

process (Samsiroh et al., 2024). In the framework of performance management, mentoring can be used as a vehicle to align school expectations with the professional development needs of teachers. Through regular meetings, progress recording, and reflective conversations, the evaluation process no longer stands separate from coaching, but rather integrates in a growth-oriented professional learning cycle.

Principals occupy a very strategic position to create a conducive climate for the application of coaching and mentoring in teacher performance management (Vikaraman et al., 2017). So far, the role of the principal has often been identified with administrative functions, resource management, and regulatory compliance. Servant leadership has been proven to be able to build positive psychological capital for all staff in the educational environment (Hariani & Wardoyo, 2024). When principals begin to adopt coaching skills, the direction of leadership can shift towards more participatory learning leadership. A competent principal as a coach is able to manage performance development conversations, develop goals agreed upon with teachers, and oversee the process of achieving them through constructive feedback. In addition, the active involvement of educators to build an academic culture is a key factor for the overall progress of the school (Rojak, 2023). In this relationship, formal authority is maintained, but accompanied by a supportive presence that is able to empower teachers. The skill of active listening, asking reflective questions, and establishing clarity of action plans are all important elements. If these capabilities are built, academic supervision can move from just an administrative assessment procedure to a professional dialogue space that fosters mutual commitment and responsibility for the quality of learning.

Behind these developments, there is the fact that some teacher performance evaluation systems in schools still highlight a final assessment approach. Assessment instruments are prepared with detailed indicators, but the process of gathering information and conversations about its meaning does not always go in line with professional development goals. Teachers often receive evaluation results in the form of numbers or quality categories without adequate assistance to process them into a self-development plan. In fact, the work achievements produced by teachers are closely related to the competencies they have and the work spirit that continues to be maintained (Darmawan, 2014). In some places, assessment results are also directly linked to awards or administrative consequences, so teachers' attention is focused on meeting requirements, rather than on understanding the quality of their own learning practices. A sense of judgment arises when teachers feel that small mistakes are magnified, while efforts to improve do not have a place. In this kind of atmosphere, trust and mutual respect are easily eroded. The need for a more dialogical and professional learning-oriented approach to evaluation is increasingly visible.

The first problem that appears is the disharmony between the official goals of teacher performance management and the evaluation practices that take place in the field. Formally, various school documents outline that performance appraisals are intended to improve teacher professionalism and the quality of learning. However, in implementation, evaluation procedures often feel like administrative activities that add to the workload, without being followed by discussions that help teachers understand the meaning of assessment results. It is important to remember that work motivation and the right leadership style are the main keys to developing teacher performance in a better direction (Hariani et al., 2016). Classroom supervision activities are carried out sporadically, with limited duration, and often without structured follow-up. Teachers do not get enough opportunities to reflect, ask questions, or propose competency development needs. When this pattern lasts from year to year, performance appraisals risk becoming a less meaningful routine. The training program that is then designed often does not depart from the real needs of teachers, so it has less impact on changes in learning practices.

Another problem is related to the capacity and readiness of leadership stakeholders in schools to carry out the role of effective coaches and mentors. Many principals and senior teachers grew up in a tradition of supervision oriented towards checking compliance with the rules. This habit affects their communication style when they are dealing with the supervised teacher. The leadership role is crucial to building a culture of discipline, especially when facing the challenges of rapid social and technological change (Al Laisty et al., 2024). Instead of inviting open dialogue and reflection, conversations often focus on a list of shortcomings and demands for improvement. On the other hand, not all teachers have

experience in receiving supportive professional assistance, so they are less used to opening themselves up to feedback. This tension makes efforts to integrate coaching and mentoring approaches into teacher performance management run seamlessly. Without a clear framework, adequate skills, and a shared understanding of the value of coaching, the performance appraisal process is vulnerable to a return to the old one-way and defensive pattern.

The urgency to organize teacher performance management through a coaching and mentoring approach lies in the need to build a sustainable professional learning culture in schools. In an ever-changing educational environment, teachers need systematic support to develop pedagogic, professional, social, and personality competencies. This support can be in the form of effective principal supervision and consistent work motivation to encourage teacher achievement (Anam & Darmawan, 2024). Performance evaluations that only highlight shortcomings risk lowering teachers' motivation and confidence. Instead, evaluations designed as a series of coaching conversations and mentoring programs provide space for teachers to reflect, experiment, and relate personal goals to the school's mission. This approach supports the creation of working relationships based on trust, shared responsibility, and appreciation for continuous improvement efforts. Given the central role of teachers in student learning, rearranging performance management through coaching and mentoring is an important agenda for school managers and education policy makers.

The purpose of this paper is to systematically outline the design of teacher performance management that is oriented towards professional growth through a coaching and mentoring approach. In particular, this paper aims to explain how the teacher performance evaluation system can be rearranged to be nuanced in terms of development, how the senior junior mentoring program can be managed as a vehicle for professional learning, how collaborative academic supervision can strengthen conversations about performance, and how the principal's competence as a coach needs to be developed. In addition to providing theoretical contributions in the form of mapping important elements in coaching-based performance management, this paper is expected to present practical considerations that can be used by school managers to design policies and practices for managing teacher performance in a more constructive and humane manner.

2. METHODS

This paper is prepared with a qualitative literature study approach that places previous scientific works as the main source to build theoretical arguments regarding teacher performance management based on coaching and mentoring. The first step is to study various guidelines on the preparation of scientific reviews. Barry et al. (2022) propose six steps to conduct a structured knowledge synthesis so that researchers can formulate the focus of the study, select sources, and organize findings systematically. Snyder (2024) emphasizes the importance of a clear review design for a strong conceptual contribution. In terms of educational methodology, Matos et al. (2023) shows that teaching and learning research methodologies require the introduction of various forms of study, including literature studies designed to generate new conceptual frameworks. Patel dan Patel (2019) emphasizing that the selection of methods needs to be aligned with the research objectives, so that in this study, an interpretive-oriented qualitative approach is seen as the most appropriate to explore thoughts about coaching, mentoring, and academic supervision as part of teacher performance management.

The organization of reading materials in this study follows the principle of targeted and efficient selection. Smela et al. (2023) Explains that the rapid study can still maintain methodological accuracy if the researcher carefully defines the study questions, inclusion criteria, and tracing procedures. Although this paper does not follow all the steps of a quick review, the principles of clarity of focus and transparency of source selection are still upheld. From the realm of management and organization, the book written Khasanah et al. (2010) provides a foundation for the management of human resources in the organization, which can be drawn into the management of teacher performance in schools as learning organizations. Meanwhile, Darmawan (2013)) Outline the principles of organizational behavior that are relevant to the way individuals interact, cooperate, and respond to leadership within an institution,

including schools. All of these references are read, categorized, and then analyzed to formulate the relationship between performance management, coaching, mentoring, and the role of school leadership. The results of the synthesis are presented in the discussion section without presenting empirical data, but in the form of normative arguments that seek to provide conceptual clarity and practical direction.

3. RESULTS AND DISCUSSION

The application of the coaching approach in teacher performance management requires a shift in perspective towards evaluation, from measuring results to the process that accompanies the professional learning journey (Manal et al., 2024). The success of this change is greatly influenced by a transformational leadership style that is able to build a strong commitment in educational organizations (Rojak, 2024a). In this framework, evaluation is understood as a series of conversations that facilitate teachers to explain learning objectives, examine strategies taken, and formulate improvement steps. The principal or learning leader is tasked with guiding the conversation through open-ended questions that invite reflection, such as about instructional decisions made, student responses, and factors that affect the classroom atmosphere. In addition, successful school leaders usually have specific strategies for managing teams to improve the overall quality of education (Ismaya et al., 2023). Teachers are invited to assess their own teaching experience before accepting views from other parties. Thus, performance development departs from the teacher's self-awareness, not from external coercion. This process builds a sense of ownership of the improvement plan, while fostering a willingness to account for the results. In a healthy coaching atmosphere, evaluation is not perceived as a threat, but rather as a means to see progress and potential that can still be developed. This is important because a positive level of job satisfaction and organizational culture are the main keys to maintaining teachers' commitment to their duties (Sahid & Darmawan, 2024).

The structure of coaching conversations in teacher performance evaluation can be arranged through several interrelated stages (Nugent et al., 2023). In practice, the use of situational leadership is very helpful for leaders when they have to make decisions in the midst of a changing organizational situation (Darmawan, 2024a). At the beginning of the meeting, the coach and teacher agree on the goals to be discussed, for example increasing student activity or managing learning time. This agreement helps the conversation stay focused and relevant to the teacher's needs. The main goal is for teachers' pedagogic competence to increase so that it has a positive impact on student learning outcomes (Romli & Darmawan, 2025). In the next stage, the teacher is given ample opportunity to describe the teaching experience that has just taken place, highlighting the aspects that he thinks are working and that still need to be improved. This process is also influenced by the belief in one's own abilities formed in the personality of a teacher (Pramudya & Mardikaningsih, 2021). The role of the coach is to keep the teacher feeling safe to express the struggles they are facing, without fear of being blamed. After the presentation, the coach asks questions that encourage the teacher to look at the mindsets, beliefs, and habits that influence his actions in class. From here, together they came up with realistic alternative steps for improvement, complete with indicators of success that can be observed at the next meeting. This cycle is repeated periodically, so that performance evaluation becomes a continuous process, not an event that is disconnected and separate from daily teaching practice.

Junior senior mentoring programs in teacher performance management can be designed as a key supporter of the coaching approach (Melissa, 2023). Structured mentoring has proven to be effective as a driver in the development of professional competencies, similar to mentoring for students in higher education (Rojak, 2024b). If coaching emphasizes reflective conversations about goals and action steps, then mentoring provides space for the transfer of practical experience and skills. Good working relationships between superiors and subordinates and smooth communication have also been proven to increase job satisfaction in the academic environment (Putra & Sinambela, 2021). Senior teachers who have been teaching for many years have a rich collection of pedagogic strategies and intuitions. Through a structured mentoring program, the knowledge can be passed on to novice teachers in a

targeted way. Regular meetings between mentors and mentees can be focused on teaching preparation, designing student evaluations, or managing relationships with parents. Mentors help mentees recognize the school's expected performance standards, while adapting them to the characteristics of the class being taught. In this process, the mentee's progress record is compiled not to judge, but rather as a basis for celebrating progress and determining the next area of strengthening. The success of this mentoring cannot be separated from the role of professionalism shown by teachers during work (Mardikaningsih et al., 2022). The relationship between mentoring and performance assessment becomes clear when the results of mentoring are recorded and discussed again in a coaching forum with the principal.

In order for mentoring programs to make a real contribution to performance management, it is necessary to establish clear roles and responsibilities for mentors and mentees. The mentor is not a supervisor who assesses from a distance, but rather a companion who is involved in the mentee's learning experience (Rolfe, 2016). It is important for leaders to implement a leadership style that suits the conditions of the team so that the performance of the group in diverse organizations can improve (Gardi et al., 2024). They can visit the classroom regularly, observe the learning process, and then have reflective conversations afterwards. Mentees are encouraged to set personal development goals, for example increasing the variety of teaching methods or strengthening the ability to ask high-level questions to students. In addition, the professionalism and discipline of teachers are the main foundation in efforts to improve the quality of work in an educational institution (Mubasysyir & Darmawan, 2024). Each meeting is directed to review the steps that have been taken, the difficulties that have arisen, and the follow-up plan. Brief documentation of the results of the meeting can be integrated with the teacher's performance appraisal system, so that the professional development that occurs through mentoring is reflected in the formal appraisal. This effort is also supported by servant leadership, which has been proven to have a positive influence on teacher performance in the field (Darmawan, 2024b). With this arrangement, novice teachers feel that their career journey is getting attention and guidance, while schools have the tools to monitor performance developments in a more real way without a judgmental feel.

Collaborative academic supervision plays a key role in unifying coaching and mentoring in one teacher performance management framework (Subagio et al., 2024). In fact, a healthy leadership style and organizational climate greatly determine the high and low performance produced by teachers (Mardikaningsih, 2023). In collaborative supervision, classroom visits are no longer seen as inspections, but rather as a shared opportunity to learn about the learning process. Support through the supervision of the principal is needed so that teachers remain enthusiastic to carry out their duties (Anam & Darmawan, 2024). Before observation, the supervisor and teacher agree on the focus they want to see, for example managing group discussions or using lighter questions. This agreement is important so that teachers feel they have control over what will be observed and learned. During observation, the supervisor collects objective information, such as the pattern of student participation or the variety of questions asked by the teacher, without immediately assessing. This is in line with research showing that school climates and policies that support teachers' well-being have a direct impact on their performance (Irfan et al., 2023). Afterwards, the supervisor and the teacher meet in a feedback session that breathes coaching, where the teacher first presents his reflection, and then the supervisor adds observations and guiding questions. This pattern fosters mutual respect and enriches both parties' insights into effective learning.

The relationship between academic supervision and performance management becomes even closer when the results of supervision are used as the basis for designing individual and collective development plans (Werr & Einola, 2025). Principal's leadership and a comfortable work environment are the main drivers of teachers' work motivation (Musthofa & Darmawan, 2024). If from several class visits there is a pattern that many teachers need reinforcement in formative assessments, for example, the principal can initiate an internal workshop guided by a senior teacher or an external party. In addition to internal school factors, attention to access to education and problem-solving strategies in

developing countries remains an important issue that needs to be considered (Rojak & Khayru, 2022). In the framework of coaching, each teacher then adapts the new knowledge to their respective classes, with the assistance of a mentor or supervisor. The performance evaluation process not only records the teacher's presence in the classroom, but captures their real efforts to implement the learning outcomes from supervision and training. In this way, performance management is directly connected to the coaching that takes place in schools, so that teachers view evaluation as part of a joint effort to strengthen the quality of learning, rather than as an administrative burden separate from the reality of teaching.

The role of the principal as a coach for teachers requires a specific set of competencies. In addition to understanding the curriculum and school management, principals need to master coaching conversation techniques, such as listening with empathy, asking weighty questions, and summarizing the core of the conversation clearly (Wise & Hammack, 2011). Teachers are also required to have good professional competence, especially to provide motivation and form student discipline (Darmawan & Haq, 2026). The principal also needs to be able to distinguish when he acts as the boss who sets the policy, and when he is present as a companion who helps the teacher find his own answers. Good leadership and organizational climate will create a sense of satisfaction for teachers to carry out their profession (Irfan & Hariani, 2022). In a coaching session, for example, the principal refrains from providing a solution right away, even though he has a clear idea. Instead, he invites the teacher to explore his own possibilities, test the argument, and choose the course he believes is most appropriate. Trust in the capacity of teachers is the foundation. Skills like this do not grow on their own, so the principal needs training and repeated practice opportunities so that his role as a coach really supports development-oriented performance management.

The development of coaching culture in schools is closely related to the overall organizational climate. Teacher performance management will be more easily directed towards professional growth when schools have a tradition of open dialogue, appreciation for initiative, and a willingness to learn from mistakes (Tuytens & Devos, 2017). Building an organizational culture that pays attention to mental health is also very strategic to improve employee performance in educational institutions (Rojak et al., 2025). For this reason, the principal needs to set an example through the way he receives feedback from teachers and other staff. For example, in regular meetings, the principal can invite teachers to evaluate certain policies and be open to constructive criticism. Teacher example and assistance from parents at home are very important ecosystems to build student learning motivation (Darmawan & Permaningtik, 2026). When teachers see that leaders are willing to be reflected on their actions, they are more prepared to enter the coaching and mentoring process without fear. A healthy organizational culture is also evident in the way schools respond to failures. Instead of looking for the blame party, the school uses it as a shared opportunity to examine the process and find improvements. In this atmosphere, performance management is no longer synonymous with a list of mistakes, but rather with a collective learning journey.

In a coaching-based performance management design, assessment instruments are still needed, but their function shifts to a conversation tool, not just a score summation sheet. The combination of good competence, fair performance appraisal, and adequate working conditions will create job satisfaction for teachers (Darmawan et al., 2021). Performance indicators are structured in a clear, observable manner, and associated with classroom learning practices (White & Maher, 2024). Each indicator is given a space for mutual interpretation between teachers and evaluators, so that teachers understand the meaning behind each assessment item. For example, indicators of the ability to design student-centered learning can be explained through examples of activities that encourage participation, questioning opportunities, and cooperation between students. In addition, character education and children's emotional development in the social environment must also be a concern in educational interactions (Gani, 2025). During the coaching session, this instrument is used as a map to help the teacher assess his position and determine the areas he wants to improve. That way, performance

appraisals are not stuck on numbers, but rather become conversations about the quality of real and concrete practices.

The link between teacher performance management and ongoing professional development becomes stronger and more mutually reinforcing when schools develop individual development plans that are directly based on the results of the coaching, academic supervision, and mentoring activities that have been carried out, as stated by Lieberman dan Wilkins (2006). Each teacher can have a personal development plan document that is personally prepared and prepared collaboratively between the teacher concerned and the principal or designated mentor, which contains specific and measurable medium-term goals, concrete activities to be taken to achieve these goals, and mutually agreed success indicators as a benchmark for progress. The development activities listed in the individual plan can vary in form according to the needs and learning preferences of each teacher, for example in the form of reading professional books together in small study groups, participating in certified training programs both offline and online, conducting small-scale classroom action research to solve the learning problems faced, or observing and observing the teaching practices of peers colleagues who are considered more experienced. The principal and the mentors who have been appointed have a role in actively overseeing the implementation of this individual development plan through periodic meetings that have a clear structure and agenda, not just incidental meetings without systematic direction. In these structured periodic meetings, teachers report on progress that has been made, discuss obstacles encountered in the field, and receive feedback from mentors or principals. The results of the reflection carried out by the teacher on his daily teaching practice and the results of the application of new knowledge from development activities are then brought back to the next coaching session, so that a learning cycle is created that strengthens each other between reflection, planning, action, and evaluation. Teacher performance management should thus not be understood solely as an annual record that is administrative and is only compiled to meet reporting requirements. In contrast, effective performance management is a series of continuous processes and dynamically links between reflection on existing practices, corrective actions taken in the classroom, and collective learning that occurs when teachers share experiences and knowledge with each other. With this cyclical approach, professional development no longer feels like an additional burden, but rather becomes a naturally integrated part of the teacher's daily work routine.

The ethical aspect in teacher performance management with a coaching and mentoring approach needs special attention. It is also important for schools to create a positive environment to help shape better student character (Darmawan & Mahbubah, 2026). The confidentiality of conversations between coaches and teachers is an important principle that guarantees trust (Melissa, 2023). Teachers must be confident that what they share about difficulties or weaknesses in the classroom will not be used as material to degrade their dignity or be used as gossip in the school environment. Principals and mentors need to explain the limitations of information utilization, as well as ensure that any data collected is aimed at supporting professional development. In addition, justice is also the main principle. Coaching and mentoring programs should reach all teachers with a proportionate approach, not just focused on those who are considered problematic or who have excelled. By upholding ethics like this, teacher performance management can be a process that respects professional dignity while encouraging responsibility for the quality of learning.

The role of peers in coaching-based performance management should not be overlooked (Carvalho et al., 2023). It is the same with efforts to build public awareness to change towards more sustainable behavior through education channels (Gautama & Mardikaningsih, 2022). In addition to the relationship between principals and teachers, as well as between mentors and mentees, horizontal collaboration between teachers can be a powerful source of support. Teachers can observe each other in class with a certain agreement, then discuss the findings that arise. This form of peer observation differs from formal supervision, because it focuses on shared learning and the enrichment of ideas. The learning culture in the organization and the habits of teachers to continue to develop themselves are factors that strengthen the psychological capital of the members in the school (Daily, 2026). In a small

group forum, for example, a teacher can bring a short video recording of his or her teaching practice, then ask for input based on goals he or she sets himself. Activities like this enrich conversation material in individual coaching sessions, while also showing that performance development is a shared responsibility, not a separate personal burden. A strong peer learning culture strengthens the foundation for the implementation of coaching and mentoring as an integral part of teacher performance management.

The emotional dimension in performance management is often overlooked, even though the experience of being assessed and advised touches the teacher's sense of professional identity (Guenther, 2021). In the modern era, digital technology is present as a driver of innovative culture and creative engagement for human resources in higher education (Rojak, 2025). Coaching provides space to manage this dimension more wisely. A sensitive coach will pay attention to the teacher's body language, tone of voice, and emotional expressions during the conversation. Through transformational leadership and good digital communication, sustainable school management can also be implemented effectively (Hariani et al., 2025). When the teacher expresses frustration, fatigue, or doubt, the coach does not rush to turn the conversation to the technical aspect, but rather gives an acknowledgement that the feeling is valid and natural. From this recognition, the conversation can be slowly diverted to the search for meaning and hope. This approach helps the teacher process the emotional stress inherent in the teaching task, so that he or she has enough psychological energy to make practical improvements. Performance management that ignores the emotional dimension tends to result in pseudo-compliance, while a coaching approach has the potential to foster more sincere and ongoing commitment.

In relation to school policy, coaching-based performance management requires clear but flexible internal regulatory support (Leontopoulos et al., 2025). Schools need to prepare written guidelines regarding the objectives, procedures, roles, and stages of implementation of coaching, mentoring, and collaborative supervision. This guideline is not a tool to limit creativity, but rather a guide for all parties to understand the agreed direction and rules of the game. For example, the minimum number of coaching sessions per semester is regulated, the criteria for appointing mentors, and the program evaluation mechanism. However, in daily practice, principals and teachers are given space to adjust the form of meetings and focus of conversations to real needs. Thus, the policy is the foundation that affirms the school's commitment to teacher professional development, as well as providing flexibility for innovation and adjustment.

Technology integration can provide important support for teacher performance management based on coaching and mentoring (Pesina, 2025). A simple digital platform can be used to record individual development goals, coaching meeting schedules, as well as short notes of conversation results. Teachers and coaches can access these notes periodically to monitor progress. Recording of learning videos uploaded to limited sharing spaces allows for remote observation, so the limitations of face-to-face time can be overcome in a measurable way. Technology can also help archive training materials, examples of good practices, and teacher reflections which then become a learning resource for the entire school community. However, the use of technology needs to be maintained so as not to shift the essence of coaching and mentoring as a human encounter. Notes and recordings should be understood as a prop for honest conversations, not as a tool to tighten surveillance without dialogue.

Teachers' long-term career perspectives can also be integrated into coaching-based performance management (Kunst et al., 2018). In many cases, performance evaluations only look at teachers' performance over a specific period, without linking them to the broader career development plan. Through coaching, principals and teachers can jointly study career aspirations, for example becoming core teachers, curriculum developers, or prospective school leaders. The performance improvement plan at the grade level is then linked to the skills required for the role. In this way, teachers view performance management as a way to expand opportunities for self-development, not just the fulfillment of institutional demands. Promotion and assignment policies at schools can be aligned with coaching outcomes, so that new rewards and responsibilities are given based on a well-documented track record of commitment and professional growth.

The role of parents and society in the coaching-based teacher performance management ecosystem is also worth considering (Ahyani et al., 2024). Although the coaching process itself takes place within the internal realm of the school, expectations and support from students' parents can affect teacher motivation. Schools can communicate that the chosen performance management is oriented towards strengthening the professionalism of teachers through dialogue and mentoring, not just punishment. With this understanding, parents are expected to see various teacher development programs as an investment in the quality of their children's learning. Community involvement can be in the form of support for the implementation of training, the provision of resource persons, or appreciation for good practices shown by teachers. When the surrounding environment recognizes the importance of teacher professional development, the school climate becomes more conducive to the implementation of quality coaching and mentoring.

The integration between teachers' personal values and school organizational values is another element that is strengthened by the coaching approach in performance management (Zeman & Vaníčková, 2014). During the coaching conversation, the teacher can be invited to reflect on why he chose the teaching profession, what success means to him, and what values he wants to realize through interaction with students. The principal then relates this reflection to the vision and mission of the school, so that teachers are aware of the meeting point between personal aspirations and the goals of the institution. When value alignment is established, the commitment to performance improvement efforts does not depend on supervision alone, but rests on intrinsic motivation. Teachers see that working well is in line with their identity and calling as educators, while schools provide structure, resources, and mentoring through coaching and mentoring to realize those values in daily practice.

Time management is one of the challenges in implementing coaching and mentoring-based performance management, because teachers' teaching schedules and administrative tasks of school principals are often congested (Vikaraman et al., 2017). To address these challenges, schools need to design realistic workload management strategies. For example, certain hours of lessons can be allocated as formally recognized professional development time, so coaching and mentoring sessions don't always have to be inserted in between busy schedules. Teachers who become mentors can be given additional assignment reductions so that they have enough space to accompany mentees. With an arrangement like this, the school sends a message that coaching and mentoring are not side activities, but rather an important part of the job of teachers and principals. Sound performance management requires an adequate time commitment, so schedule planning is a crucial aspect in the successful implementation of this approach.

Evaluation of coaching and mentoring programs within the framework of teacher performance management needs to be carried out periodically to ensure their suitability with the school's goals (Farmer, 2023). This evaluation can collect input from teachers, mentors, and principals regarding the perceived benefits, obstacles experienced, and proposed improvements. However, program evaluation needs to be carried out with the spirit of learning, not to find faults. The results were used to refine meeting design, coach and mentor training materials, and integration mechanisms with formal performance assessments. In this way, the management of coaching and mentoring programs itself is an example of reflective practices that teachers are expected to apply in classroom learning. The alignment between the values taught and the way the program is run will strengthen the legitimacy of coaching-based performance management in the eyes of all school residents.

In the long term, the implementation of teacher performance management with a coaching and mentoring approach is expected to shape the school's collective identity as a learning community (Demena et al., 2025). This identity is reflected in the way teachers talk about their professional development, the way principals facilitate discussions about learning, and the way schools celebrate successes and deal with failures. When conversations about performance become a normal part of daily life at school, without the nuances of judging each other, then learning quality standards have the potential to improve continuously. Teachers feel valued as professionals who are trusted to be able to grow, while learners ultimately benefit from learning that is more creative, reflective, and relevant to

their needs. Thus, performance management based on coaching and mentoring is not just a change in procedures, but rather a strengthening of the school's character as a learning-oriented organization for all its citizens.

4. CONCLUSION

Teacher performance management organized through a coaching and mentoring approach presents a new orientation that places professional growth as the main focus of evaluation. Performance evaluation is no longer limited to administrative assessments and the fulfillment of formal indicators, but is embodied in a series of structured reflective conversations between principals, mentors, and teachers. The senior junior mentoring program enriches this process by providing space for the transfer of practical experience and skills, while collaborative academic supervision bridges classroom observation with dialogical coaching. The principal plays a central role as a coach who facilitates development conversations, fosters a learning culture, and connects evaluation results with professional development policies. If implemented consistently, this performance management design has the potential to build a more humane, fair, and school-oriented school climate that is oriented towards the sustainable maturation of teacher competencies.

The implications of this study confirm the need for school policies that explicitly support coaching and mentoring capacity building among principals and senior teachers. Education institutions need to allocate adequate resources, time, and training so that collaborative coaching, mentoring, and supervision programs can take place in a planned manner. Suggestions that can be submitted include the preparation of performance management guidelines that contain coaching principles, the establishment of a principal development program as a coach, and the arrangement of workloads that provide space for routine coaching and mentoring meetings. In addition, schools are encouraged to develop a simple but functional documentation system to record the goals, processes, and results of teacher performance development without turning them into a heavy administrative burden. In the next stage, empirical research can be conducted to test the application of this model in different types of schools, so that a picture of best practices can be obtained that can be replicated or adapted to the characteristics of diverse institutions.

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