



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

Advisory No. 162, s. 2026
October 21, 2026

In compliance with DepEd Order (DO) No. 8, s. 2013
This advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd officials,
personnel/staff, as well as the concerned public.
(Visit deped.in/region8.deped.gov.ph)

PROFESSIONAL DEVELOPMENT PROGRAMS FOR NOVEMBER 2026
BY THE APOTHEM LEARNING CENTER

Attached is a printed email from Executive Director Jay-R H. Leonidas of the Apothem Learning Center announcing the call for participation in the upcoming professional development programs for November 2026.

Participation of both public and private schools shall be subject to the *no-disruption-of-classes policy* stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*.

More information may be inquired from:

Mr. Jay-R H. Leonidas
Executive Director
Apothem Learning Center
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profdev4teachers@gmail.com

Considering this is an Advisory, Schools Division Superintendents are given the discretion to act on this matter.

HRDD-DSS



8



APOTHEM LEARNING CENTER

DTI Registration No.: 6222512 | TIN: 771-203-429-00000 | PRC CPD Accreditation No.: PTR-2025-735

RECEIVED
9/28/26
OFFICE OF THE REGIONAL DIRECTOR
SIGNATURE: *[Signature]*

September 28, 2026

The Regional Director
Department of Education

SUBJECT: *Call for Participation in the November Professional Development Programs*

Dear Regional Director:

Warm greetings from Apothem Learning Center!

Apothem Learning Center, a PRC-Accredited CPD Provider (Accreditation No. PTR-2025-735), continues to provide accessible and relevant professional learning opportunities for educators. As part of this commitment, we are pleased to present our **November 2026 Professional Development Programs**, which offer timely learning opportunities for teachers, school heads, and other education professionals.

Our November programs focus on current educational priorities and emerging needs in teaching and learning. Through these programs, participants can gain practical knowledge, strengthen their professional competencies, and explore strategies they can apply in their respective educational settings.

In this regard, we respectfully request your assistance in **sharing the attached Call for Participation with school heads, teachers, and other concerned personnel within your region** who may benefit from these professional development opportunities.

Your support in disseminating these programs will help connect more educators with relevant learning experiences and encourage them to pursue continuous professional growth.

We have attached the Call for Participation for the November 2026 Professional Development Programs for your reference and appropriate dissemination. It contains the program schedules, topics, and other pertinent details for interested participants.

Thank you for your continued support in promoting professional learning and development among educators. We appreciate your time and consideration. For inquiries or additional information, please feel free to contact us.

Respectfully,

[Signature]
JAY R. H. LEONIDAS
Executive Director, Apothem Learning Center
apothemlc@gmail.com | 09688923610



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CALL FOR PARTICIPATION

Advance Your Professional Practice. Earn CPD Units. Lead with Excellence.

Apothem Learning Center, a PRC-Accredited Continuing Professional Development (CPD) Provider (Accreditation No. **PTR-2025-735**), cordially invites teachers, school administrators, academic leaders, teacher educators, instructional supervisors, and education professionals to participate in its upcoming Online Professional Development Programs designed to strengthen instructional excellence, assessment practices, educational leadership, and classroom innovation.

MENTAL HEALTH EDUCATION: Fostering Teacher Well-Being as a Foundation for Mental Health Support in Schools

November 7-8, 2026

24 Training Hours

PTR-2025-735-15196

8 CPD Units

Php 750.00

Registration Link: <https://forms.gle/HBBQT44LbH2JgLLC6>

Designing Responsive Classrooms Through Differentiated Instruction

November 13-15, 2026

PTR-2025-735-15102

10 CPD Units

Php 750.00

Registration Link: <https://forms.gle/4b6Zz3PQxvYKq8it8>

National Training on Media and Information Literacy and Evidence-Based Discussions in Araling Panlipunan

November 21-23, 2026

CPD Units is on Process

Php 750.00

Registration Link: <https://forms.gle/5Fs3R5ZtMqgQsEfHA>

Understanding Learners, Designing Support: Enhancing Teachers' Competence in Supporting Learners with Special Educational Needs

November 28-30, 2026

PTR-2025-735-15187

10 CPD Units

Php 750.00

Registration Link: <https://forms.gle/FVoCFZw5TURnRpXh7>



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Who Should Participate?

These programs are highly recommended for:

- Licensed Professional Teachers (LPTs)
- Basic Education Teachers (Public and Private)
- School Heads and Academic Coordinators
- Master Teachers and Department Heads
- College Instructors and Teacher Educators
- Academic Supervisors and Instructional Leaders
- Education Professionals seeking Continuing Professional Development (CPD) units

Why Participate?

Participants will:

- Earn PRC-accredited CPD Credit Units.
- Learn evidence-based and classroom-tested instructional practices.
- Strengthen assessment literacy and academic integrity.
- Develop innovative teaching and intervention strategies.
- Enhance instructional leadership competencies for today's evolving educational landscape.
- Network with educators from different institutions across the country.

For further details, feel free to contact us:

Email: apothemlc@gmail.com or profdev4teachers@gmail.com

Contact Number: 09688923610

Facebook Page: *Professional Development for Teachers – Apothem LC*

Reserve your slot today and continue your journey toward professional excellence.

Organized by:

APOTHEM LEARNING CENTER

PRC-Accredited Continuing Professional Development (CPD) Provider

Accreditation No. PTR-2025-735



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MENTAL HEALTH EDUCATION: Fostering Teacher Well-Being as a Foundation for Mental Health Support in Schools

November 7-8, 2026

24 Training Hours

LIST OF TOPICS:

1. Understanding Teacher Mental Health and Well-Being
2. Managing Emotional Demands of Teaching
3. Supporting Learners with Mental Health Concerns
4. Creating a Mentally Healthy School Environment

OBJECTIVES:

1. Explain the importance of mental health and well-being in the teaching profession.
2. Identify personal, professional, and environmental factors that may affect teacher mental health.
3. Recognize common signs of emotional and mental health concerns in oneself.
4. Identify situations that contribute to emotional strain in teaching.
5. Apply practical strategies for managing emotions and professional pressures.
6. Establish healthy professional boundaries and appropriate coping practices.
7. Identify situations when additional support may be needed.
8. Recognize observable signs that may indicate a learner is experiencing emotional or mental health difficulties.
9. Demonstrate appropriate and empathetic communication when responding to learners.
10. Distinguish between appropriate teacher support and concerns requiring referral.
11. Identify appropriate school-based support and referral mechanisms.
12. Explain how teacher well-being and professional relationships contribute to a supportive school environment.
13. Identify classroom and school practices that promote mental health.
14. Develop practical strategies for fostering supportive relationships among teachers and learners.
15. Develop a simple school-based mental health action initiative.

Designing Responsive Classrooms Through Differentiated Instruction

November 13-15, 2026

24 Training Hours

LIST OF TOPICS:

1. Foundations of Differentiated Instructions
2. Knowing Learners and Planning for Differentiation
3. Differentiating Content, Process, and Product
4. Differentiated Assessment, Feedback, and Responsive Instruction
5. Designing and Implementing a Differentiated Lesson

OBJECTIVES:

1. Explain the principles and purpose of Differentiated Instruction and distinguish it from one-size-fits-all teaching.
2. Identify learner differences that may require appropriate instructional adjustments in classroom situations.
3. Analyze learners' readiness, interests, strengths, experiences, and learning needs as bases for responsive instructional planning.
4. Identify appropriate differentiation responses based on learner needs



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5. Explain and apply differentiation of content, process, and product while maintaining the intended learning outcomes.
6. Develop a differentiated learning activity responsive to identified learner needs.
7. Use appropriate assessment and feedback strategies to check learner understanding and determine responsive instructional actions.
8. Develop a simple formative assessment for checking learner understanding.
9. Integrate learner information and differentiated strategies into lesson planning and assessment.
10. Develop a practical differentiated lesson that is responsive to learner needs and aligned with intended learning outcomes.

National Training on Media and Information Literacy and Evidence-Based Discussions in Araling Panlipunan

November 21-23, 2026

24 Training Hours

LIST OF TOPICS:

1. Media and Information in the Araling Panlipunan Classroom: From Information Consumption to Critical Inquiry
2. Evaluating Sources, Claims, and Evidence: Building Evidence-Based Understanding in Araling Panlipunan
3. Facilitating Meaningful Classroom Discussions: From Recitation to Evidence-Based Dialogue
4. Handling Difficult and Controversial Issues: Facilitating Multiple Perspectives Through Evidence and Dialogue

OBJECTIVES:

1. Integrate appropriate media and information resources into Araling Panlipunan instruction to support learning objectives and promote critical engagement with information.
2. Evaluate the credibility, relevance, accuracy, context, and reliability of sources and information used in Araling Panlipunan learning activities.
3. Analyze claims and evidence from diverse sources and develop evidence-based inquiry activities appropriate to Araling Panlipunan learners.
4. Design and facilitate meaningful classroom discussions using purposeful questioning, dialogue, and evidence-based reasoning.
5. Facilitate classroom discussions that enable learners to express, examine, compare, and respond to different views and interpretations of social, historical, and contemporary issues.
6. Apply questioning, discussion, and evidence-based reasoning strategies that develop learners' capacity to analyze claims, evaluate perspectives, and formulate reasoned conclusions.
7. Apply professional ethics and responsible information practices in the selection, use, presentation, and sharing of media and information resources.
8. Reflect on current classroom practices and establish professional development goals for strengthening Media and Information Literacy, evidence-based inquiry, and meaningful classroom dialogue.



Understanding Learners, Designing Support: Enhancing Teachers' Competence in Supporting Learners with Special Educational Needs

November 28-30, 2026

24 Training Hours

LIST OF TOPICS:

1. Understanding Learners with Disabilities: From Learner Diversity to Educational Needs
2. Assessment for Individualized Support: Identifying Strengths, Needs, and Learning Gaps
3. Individualized Education Planning: Developing Measurable Goals and Appropriate Support
4. From Plans to Progress: Designing, Implementing, and Monitoring Individualized Intervention

OBJECTIVES:

1. Explain the principles of inclusive education and their implications for teaching learners with disabilities.
2. Analyze learner profiles to identify their strengths, educational needs, and participation barriers.
3. Analyze classroom-based assessment evidence to identify learner strengths and priority learning needs.
4. Select appropriate assessment strategies based on learner characteristics and intended learning outcomes.
5. Explain the purpose and essential components of an Individualized Education Program (IEP).
6. Develop measurable and learner-centered educational goals based on assessment evidence.
7. Develop targeted interventions based on identified learner needs and individualized goals.
8. Use progress-monitoring information to determine whether an intervention should be sustained, modified, or intensified.