Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF OZAMIZ CITY

DepEd
Ozamiz City
RELEASED
By:
Date: 9/22/26

Division Advisory No. 059 s. 2026
September 21, 2026
In compliance with DepEd Order No. 8, s. 2013,
this advisory is issued not for endorsement per DO 28, s. 2001,
but for the information of DepEd Officials,
personnel/staff, and the concerned public.
(Visit ozamiz.city@deped.gov.ph)

CALL FOR PARTICIPATION FOR THE OCTOBER 2026 PROFESSIONAL DEVELOPMENT PROGRAMS

In reference to the communication sent by the Executive Director of Apothem Learning Center, this Office informs school heads, teachers and other interested personnel on the invitation to participate in the October 2026 Professional Development Programs.

The training programs focus on the 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.

Participation in this activity shall be **personal** and **voluntary**. As such, the interested parties shall **file a leave of absence**, if applicable, and **shoulder the registration fees**, **travel/incidental expenses**, or any other **financial requirements**, if there are any. Further, their participation shall be subject to the *No-Disruption-of-Classes policy* stipulated in DepEd Order no. 09, s. 2005 titled Instituting Measures to Increase Engage Time-on-Task and Ensuring Compliance therewith, Section 3 of Republic Act No. 5546 (Policy on Contributions) DepEd Order No. 66, s. 2017 (Policy on Off-Campus Activities), DOH/IATF-prescribed health and safety standards, and the approval of the Schools Division Superintendent (SDS).

Interested participants may email their intent at **apothemic@gmail.com** or **provdev4teachers@gmail.com** or may contact through the official FB page, Professional Development for Teachers-Apothem LC, for more details.

Attached is a copy of the communication for specific details.

This Office directs the immediate and wide dissemination of this Advisory.

Encl.: As stated
To be indicated in the Perpetual Index
under the following subjects :

INVITATION **TEACHERS** **TRAINING** **SCHOOL HEADS**

MGD/IDP/DA Call for Participation for the October 2026 Professional Development Programs
September 21, 2026

September 18, 2026

The Superintendent
Schools Division Office
Department of Education

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

Dear Superintendent:

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 **October 2026 Professional Development Programs**, which offer timely learning opportunities for teachers, school heads, and other education professionals.

Our October 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 Schools Division Office** 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 October 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,

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

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.

The Foundations of Learning: Strengthening Literacy and Numeracy in Elementary Education *October 10-11 and 17-18, 2026* *32 Training Hours*		
PTR-2025-735-14727	13 CPD Units	Php 750.00
Registration Link: https://forms.gle/gsdAj5tPm1NoykbY6		

Bridging the Learning Recovery Gap: Evidence-Based Teaching Strategies for Filipino Learners *October 23-25, 2026*		
	CPD Units on Process	Php 750.00
Registration Link: https://forms.gle/fSshrSDGnQ6qHM8d6		

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

The Foundations of Learning: Strengthening Literacy and Numeracy in Elementary Education

October 10-11 and 17-18, 2026

32 Training Hours

Program Description:

Literacy and numeracy are fundamental to successful learning across the elementary curriculum. The ability to read with understanding, communicate ideas, interpret information, reason quantitatively, and solve problems provides learners with the essential foundation upon which more complex knowledge and skills are developed. When these foundational competencies are not sufficiently established, learners may experience persistent difficulties not only in English, Filipino, and Mathematics but also in Science, Araling Panlipunan, and other learning areas that require them to read, comprehend, reason, and apply knowledge.

Despite continued efforts to improve learning outcomes, elementary classrooms continue to encounter learners who demonstrate significant gaps in foundational literacy and numeracy. These gaps may manifest in difficulty recognizing and understanding words, reading fluently, comprehending texts, expressing ideas, understanding quantities and number relationships, performing basic operations, reasoning mathematically, or applying mathematical concepts to unfamiliar situations. More importantly, these difficulties are not always immediately apparent through grades or conventional assessment results. A learner's incorrect response, hesitation, misconception, or pattern of errors may provide important evidence about the specific foundation that has not yet been developed.

This highlights the need to strengthen teachers' capacity not only to teach literacy and numeracy, but also to understand how these competencies develop, recognize specific learning gaps, interpret learner performance, and respond through targeted instruction and intervention. Effective foundational learning requires teachers to move beyond simply identifying whether a learner is performing below expectations. It requires a deeper examination of what the learner can already do, what remains difficult, why the difficulty may be occurring, and what instructional response is most appropriate.

The training program, "The Foundations of Learning: Strengthening Literacy and Numeracy in Elementary Education," is designed to provide elementary teachers with an integrated professional learning experience focused on these essential areas. The program is organized into two complementary strands: Literacy and Numeracy. The Literacy strand addresses foundational reading development, reading fluency, vocabulary, comprehension, identification of literacy gaps, and targeted literacy intervention. The Numeracy strand focuses on number sense, mathematical reasoning, problem-solving, identification of misconceptions and learning gaps, and responsive numeracy intervention.

Ultimately, the program seeks to strengthen teachers' professional capacity to build strong foundational skills, respond to diverse learner needs, and establish classroom practices that promote sustained growth in literacy and numeracy. By strengthening these foundations, elementary teachers can help ensure that learners are better prepared to engage with increasingly

complex learning demands and develop the confidence, competence, and independence necessary for lifelong learning.

List of Topics:

1. Understanding the Foundations of Literacy: From Early Skills to Independent Reading
2. From Decoding to Meaning: Strengthening Reading Fluency, Vocabulary, and Comprehension
3. When Learners Struggle to Read: Identifying Literacy Gaps and Providing Targeted Support
4. Bridging Literacy Gaps: Designing Targeted Intervention and Monitoring Progress
5. Understanding the Foundations of Numeracy: From Quantity to Number Sense
6. From Counting to Thinking: Developing Number Sense, Mathematical Reasoning, and Problem-Solving
7. When Learners Struggle with Mathematics: Understanding the Gap Behind the Wrong Answer
8. Bridging Numeracy Gaps: Targeted Intervention and Responsive Mathematics Instruction

Bridging the Learning Recovery Gap: Evidence-Based Teaching Strategies for Filipino Learners

October 23-25, 2026

Program Description:

The Philippine education system continues to face significant challenges in addressing learning gaps brought about by prolonged disruptions in schooling, curriculum transitions, and diverse learner needs. Findings from the 2022 Programme for International Student Assessment (PISA) revealed that Filipino learners performed below the OECD average in mathematics, reading, and science, highlighting persistent challenges in foundational learning competencies. Similarly, the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 reported that a considerable proportion of Filipino Grade 5 learners had not achieved the minimum proficiency levels in reading, writing, and mathematics. These findings underscore the urgent need to strengthen instructional practices that effectively address learning gaps and improve learner outcomes.

In response to these persistent challenges, the Department of Education (DepEd) continues to strengthen education reforms informed by the findings and recommendations of the Second Congressional Commission on Education (EDCOM II) and the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The EDCOM II Report highlights the need to address foundational learning gaps, improve teaching quality, strengthen learning interventions, and ensure that education reforms are responsive to learners' needs. Complementing these efforts, the ARAL Program provides targeted academic support to learners who require additional assistance in developing essential competencies, particularly in reading, mathematics, and science. These initiatives emphasize the critical role of teachers in using evidence-based, learner-centered, and data-informed approaches to identify learning needs and provide appropriate interventions.

This Continuing Professional Development (CPD) program is designed to enhance teachers' competencies in implementing evidence-based teaching strategies that support learning recovery, accelerate learner achievement, and foster meaningful classroom engagement. Participants will deepen their understanding of data-informed instruction, differentiated teaching, formative assessment, and targeted intervention planning grounded in current educational research, the recommendations of EDCOM II, and the goals of the ARAL Program. Through expert-led lectures, collaborative learning sessions, workshops, lesson design activities, case analyses, and reflective practice, participants will develop practical instructional resources and classroom intervention plans aligned with the Philippine Professional Standards for Teachers (PPST) and current DepEd education reforms, enabling them to respond effectively to the diverse and evolving learning needs of Filipino learners.

List of Topics:

1. Foundations of Evidence-Based and Learner-Centered Teaching for Global Competence
2. Applying Innovative Teaching Strategies for Diverse Learners
3. Adapting, Assessing, and Sustaining Effective Teaching Practice