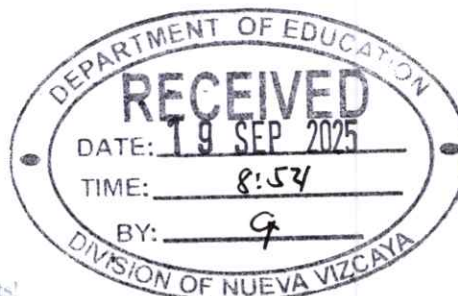


September 14, 2025

DR. BENJAMIN D. PARAGAS
Regional Director
Department of Education - ROH



Dear Dr. Paragas,

Greetings of good health and high spirits!

Apothem Learning Center is a professional development institution committed to advancing Philippine education through innovative, research-based teaching practices and transformative leadership programs. As a PRC Accredited CPD Provider (Accreditation No. PTR-2025-735), we uphold the highest standards of educator training, offering capacity-building initiatives that respond directly to national policy reforms, evolving classroom realities, and the Philippine Professional Standards for Teachers (PPST).

In this light, I am writing to formally request your endorsement for our upcoming events.

Professional Program	Date	Platform	CPD Units
Lecture Series on Instructional Enrichment	October 4, 11, 18, and November 9, 2025	Zoom	NA
Digital Learning Revolution: Advancing Digital Literacy and Ethical Awareness in the Classroom	October 24-26, 2025	Zoom	10
Masterclass on Transformational Leadership and Instructional Supervision	Batch 1: October 5, 12, 19, 26, 2025 Batch 2: November 9, 16, 23, 30, 2025 Batch 3: December 7, 14, 21, 28, 2025 Batch 4: January 4, 11, 18, 25, 2026 Batch 5: February 1, 8, 15, 22, 2026	Zoom	TBA

Attached is the instructional design outlining the course structure and learning outcomes.

Your endorsement will help strengthen the initiative and encourage wider participation. For further details, feel free to contact us at apothem@apothemlearningcenter.com or 0968 892 3610.

Thank you for your support in advancing professional development.

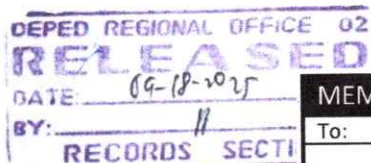
Warm regards,

JAY-R H. LEONIDA
Executive Director, A

September 15, 2025

To: All Schools Division Superintendents

For information, dissemination, and appropriate action. For personal professional development of voluntary participants subject to the approval of the SDS. Attendees shall observe the no disruption of classes policy as stipulated in DepEd Order No. 9, s. 2005.



MEMORANDUM		Date: 9/15/2025	Released (Records):
To: () PSDS/DICs	() Elem/Sec School Heads		
() Private Schools	() Others:		
For: () Information	() Dissemination		
() Guidance	() Strict Compliance		
ORLANDO E. MANUEL PhD., CESO V Schools Division Superintendent			
By: <input type="checkbox"/> ASDS <input type="checkbox"/> CID Chief <input type="checkbox"/> SGOD Chief <input type="checkbox"/> AO <input type="checkbox"/> Atty.	Signature: [Signature]		

BENJAMIN D. PARAGAS PhD, CESO III
Director IV / Regional Director

ATTY. JOSE MARIO M. MACARILAY
Chief Administrative Officer
Administrative Services Division



APOTHEM LEARNING CENTER

San Vicente, Bato, Camarines Sur 4435
DTI Registration No.: 6222512 | TIN: 771-203-429-00000
CPD Accreditation No.: PTR-2025-735
Email Address: apothemlc@gmail.com

DepEd Regional Office No. 02
DOCS ID No: 091525008
Created by: Records
Date Created: 09/15/2025



September 14, 2025

DR. BENJAMIN D. PARAGAS

Regional Director

Department of Education - ROII

Dear Dr. Paragas,

Greetings of good health and high spirits!

Apothem Learning Center is a professional development institution committed to advancing Philippine education through innovative, research-based teaching practices and transformative leadership programs. As a PRC Accredited CPD Provider (Accreditation No. PTR-2025-735), we uphold the highest standards of educator training, offering capacity-building initiatives that respond directly to national policy reforms, evolving classroom realities, and the Philippine Professional Standards for Teachers (PPST).

In this light, I am writing to formally request your endorsement for our upcoming events.

Professional Program	Date	Platform	CPD Units
Lecture Series on Instructional Enrichment	October 4, 11, 18, and November 9, 2025	Zoom	NA
Digital Learning Revolution: Advancing Digital Literacy and Ethical Awareness in the Classroom	October 24-26, 2025	Zoom	10
Masterclass on Transformational Leadership and Instructional Supervision	Batch 1: October 5, 12, 19, 26, 2025 Batch 2: November 9, 16, 23, 30, 2025 Batch 3: December 7, 14, 21, 28, 2025 Batch 4: January 4, 11, 18, 25, 2026 Batch 5: February 1, 8, 15, 22, 2026	Zoom	TBA

Attached is the instructional design outlining the course structure and learning outcomes.

Your endorsement will help strengthen the initiative and encourage wider participation. For further details, feel free to contact us at apothemlc@gmail.com or 0968 892 3610.

Thank you for your support in advancing professional development.

Warm regards,

JAY-R.H. LEONIDAS

Executive Director, Apothem Learning Center



APOTHEM LEARNING CENTER

Bato, Camarines Sur 4435

DTI Registration No.: 6222512 | TIN: 771-203-429-00000

CPD Accreditation No.: PTR-2025-735

Email Address: apothemlc@gmail.com

LECTURE SERIES FOR INSTRUCTIONAL ENRICHMENT

RATIONALE

The evolving demands of 21st-century education necessitate continuous professional development that is both research-informed and policy-aligned. This lecture series is designed to enhance educators' pedagogical competence and reflective practice across four critical domains: **Assessment of Learning, Lesson Study, Design Thinking, and Inclusive Education**. Each topic responds to pressing instructional challenges and supports the development of teacher agency, collaborative inquiry, and inclusive pedagogical innovation.

The initiative is anchored in the legal and regulatory frameworks that shape Philippine education. Republic Act No. 10533, or the *Enhanced Basic Education Act of 2013*, mandates the integration of 21st-century skills, inclusive education, and evidence-based teaching strategies into the national curriculum. DepEd Order No. 8, s. 2015 underscores the role of assessment in promoting learning and guiding instruction, while DepEd Order No. 42, s. 2017, which institutionalizes the *Philippine Professional Standards for Teachers (PPST)*, identifies ICT integration, inclusive practices, and reflective teaching as core professional competencies. DepEd Order No. 35, s. 2016 promotes Lesson Study as a collaborative model for instructional improvement, and DepEd Order No. 72, s. 2009 affirms the Department's commitment to inclusive education for learners with diverse needs.

By situating the lecture series within these policy contexts, the program aims to foster professional growth that is both contextually relevant and strategically aligned with national goals. It provides educators with structured opportunities to deepen their understanding of assessment principles, engage in collaborative lesson design, explore creative problem-solving through design thinking, and implement inclusive practices that uphold equity and learner diversity. Through this initiative, teachers are empowered to lead instructional transformation and contribute meaningfully to the realization of quality, accessible, and inclusive education for all.

OBJECTIVES

By the end of the series, participants will be able to:

1. Apply principles of effective assessment to monitor learning and inform instruction
2. Engage in lesson study as a collaborative tool for instructional improvement
3. Utilize design thinking to address classroom challenges and foster innovation
4. Implement inclusive education practices that support diverse learners and promote equity

CONTENT OUTLINE MATRIX

Topic	Focus Area	Key Competencies Developed
1. Assessment of Learning	Formative and summative assessment strategies	Designs valid assessments; interprets results to improve instruction
2. Lesson Study	Collaborative planning, observation, and reflection	Engages in peer learning; refines teaching through shared inquiry
3. Design Thinking	Creative problem-solving and learner-centered innovation	Applies design thinking to classroom challenges; fosters empathy and creativity
4. Inclusive Education	Differentiation, equity, and learner support	Implements inclusive strategies; advocates for diverse learning needs

SCHEDULE AND DELIVERY FORMAT

The program will be delivered over **three consecutive days** via Zoom, featuring expert-led sessions, breakout discussions, simulation exercises, and collaborative reflection.

Topic	Date	Time	Delivery Mode
Assessment of Learning	October 4, 2025	1:00	Virtual
Lesson Study	October 11, 2025	PM –	
Introduction to Design Thinking	October 18, 2025	4:00	
Inclusive Education	October 25, 2025	PM	

TARGET PARTICIPANTS

This program is intended for:

- Classroom teachers seeking to enhance instructional design and assessment practices
- Department heads and curriculum coordinators promoting collaborative professional learning
- Educators interested in inclusive education and learner-centered innovation
- Aspiring school leaders preparing for expanded roles under the Career Progression System

METHODOLOGY

The lecture series will employ a participatory and experiential approach to professional learning. Each session will feature interactive presentations, live demonstrations, simulation exercises, and collaborative breakout activities. Participants will engage in reflective dialogue, analyze case studies, and co-develop strategies for classroom application. Digital workbooks and resource packs will be provided to support continued learning beyond the sessions.

EXPECTED OUTCOMES

By the end of the lecture series, participants are expected to:

1. Demonstrate enhanced understanding of assessment principles by designing and applying valid, reliable, and learner-centered assessment tools aligned with curriculum standards.
2. Engage in collaborative professional learning through lesson study, applying reflective and evidence-based practices to improve instructional delivery and student outcomes.
3. Utilize design thinking frameworks to creatively address instructional challenges, foster learner engagement, and promote innovation in classroom practice.
4. Implement inclusive education strategies that support diverse learners, uphold equity, and create safe, supportive learning environments.
5. Reflect on personal teaching practices and align instructional decisions with national standards, including the Philippine Professional Standards for Teachers (PPST) and relevant DepEd policies.

REGISTRATION AND CONTACT INFORMATION

Interested participants may register for the Lecture Series for Instructional Enrichment through the designated channels below. Early registration is encouraged to secure a slot.

Registration Link: <https://forms.gle/MlkpybFBzXQgCpQ67>

Registration Fee: ₱500.00 for all lecture sessions

This fee includes:

- Access to all availed sessions
- Participant workbook and toolkit
- Certificate of Completion
- Post-session consultation and resource access

Contact for Registration:

Ms. Cathyrine D. Chua
Secretariat

Contact Number: 09688923610

Email: apothemlc@gmail.com

Facebook Page: *Professional Development for Teachers*



APOTHEM LEARNING CENTER

Bato, Camarines Sur 4435

DTI Registration No.: 6222512 | TIN: 771-203-429-00000

CPD Accreditation No.: PTR-2025-735

Email Address: apothemlc@gmail.com

DIGITAL LEARNING REVOLUTION: Advancing Digital Literacy and Ethical Awareness in the Classroom

RATIONALE

In today's rapidly evolving educational landscape, the integration of digital technologies has shifted from optional enhancement to essential practice. As artificial intelligence (AI), data analytics, and emerging digital tools reshape classroom instruction, educators must be equipped not only with technical proficiency but also with ethical discernment and pedagogical insight.

This professional development activity responds to the urgent need for digital literacy, ethical awareness, and instructional innovation among teachers. Grounded in recent research (Bond et al., 2020; Zhang & Zou, 2022), the program emphasizes that meaningful technology integration can foster higher-order thinking, increase learner engagement, and support differentiated instruction—provided it is guided by intentional strategies and reflective practice.

The initiative is anchored in key national policies, including:

- **Republic Act No. 10533** (Enhanced Basic Education Act of 2013), which mandates the integration of 21st-century skills into the curriculum
- **DepEd Order No. 42, s. 2016**, promoting ICT use in the K to 12 Basic Education Program
- **DepEd Order No. 42, s. 2017**, institutionalizing the Philippine Professional Standards for Teachers (PPST), which identifies ICT integration as a core professional competency

As AI tools become more prevalent, educators must also address concerns related to data privacy, algorithmic bias, and equity. This program empowers teachers to make informed, ethical decisions in their use of technology, ensuring that digital innovations serve the best interests of learners and uphold inclusive educational values.

OBJECTIVES

By the end of the masterclass, participants will be able to:

5. Demonstrate enhanced digital literacy and responsible technology use in classroom instruction
6. Apply evidence-based strategies for integrating digital tools and AI into teaching practices
7. Critically evaluate the ethical implications of technology use in education
8. Design safe, inclusive, and digitally enriched learning environments

9. Reflect on professional practice to improve instructional effectiveness and learner outcomes
10. Align digital integration with national standards and institutional goals

CONTENT OUTLINE MATRIX

Module	Focus Area	Key Competencies Developed
1. Digital Literacy in the 21st Century Classroom	ICT integration and digital fluency	Uses digital tools to enhance instruction and learner engagement
2. Artificial Intelligence in Education	AI applications and adaptive learning	Applies AI tools for feedback, personalization, and assessment
3. Ethical Use of Technology	Data privacy, bias, and equity	Makes informed decisions that protect learners and promote fairness
4. Designing Safe Digital Environments	Cybersecurity and digital citizenship	Creates secure, respectful, and inclusive online spaces
5. Instructional Innovation with Technology	Pedagogical models and tech-enhanced learning	Implements blended, flipped, and differentiated strategies
6. Reflective Practice and Professional Growth	Self-assessment and continuous learning	Engages in professional reflection to improve digital teaching practice

SCHEDULE AND DELIVERY FORMAT

The program will be delivered over **three consecutive days** via Zoom, featuring expert-led sessions, breakout discussions, simulation exercises, and collaborative reflection.

Dates	Time	Delivery Mode
October 24-25, 2025	8:00 AM – 4:00 PM	Virtual

Participants will receive a digital workbook, curated resource pack, and access to post-session consultation.

TARGET PARTICIPANTS

This program is intended for:

- **Elementary, Junior and Senior High School Teachers** integrating digital tools into instruction
- **ICT Coordinators and Curriculum Developers** seeking to align technology use with policy standards

- **Aspiring Digital Leaders** preparing to lead innovation in their schools
- **Educators pursuing promotion under the Expanded Career Progression System** and seeking to strengthen their ICT-related competencies

METHODOLOGY

The *Digital Learning Revolution* professional development activity will employ a dynamic and participatory approach to adult learning, integrating multiple instructional strategies to ensure engagement, contextual relevance, and practical application. Sessions will begin with participatory lecture-discussions, where expert facilitators introduce key concepts, policy frameworks, and emerging trends in digital education, while encouraging active dialogue and reflection among participants. Demonstrations of selected digital tools and AI-powered platforms will allow educators to observe best practices in instructional integration, ethical safeguards, and learner engagement. Simulation exercises will immerse participants in realistic classroom scenarios, enabling them to practice decision-making, feedback delivery, and digital problem-solving in a safe and structured environment. Collaborative activities, including breakout discussions and group tasks, will foster peer-to-peer learning, shared reflection, and co-creation of instructional strategies tailored to diverse teaching contexts

EXPECTED OUTCOMES

By the end of the three-day professional development activity, participants are expected to:

- Demonstrate enhanced digital literacy by effectively integrating ICT tools and platforms into classroom instruction to support learner engagement and differentiated teaching.
- Apply pedagogically sound strategies for utilizing artificial intelligence (AI) and emerging technologies in ways that promote higher-order thinking and formative assessment.
- Critically evaluate the ethical dimensions of technology use in education, including issues related to data privacy, algorithmic bias, and equitable access.
- Design safe and inclusive digital learning environments that foster responsible digital citizenship and protect learner well-being.
- Utilize instructional data and digital feedback mechanisms to inform teaching decisions and improve student outcomes.
- Engage in reflective practice to assess personal digital competencies, identify areas for growth, and align professional development with PPST standards and institutional goals.
- Advocate for responsible and inclusive technology integration within their school communities, contributing to a culture of innovation, equity, and continuous improvement.

REGISTRATION AND CONTACT INFORMATION

Interested participants may register for the Digital Learning Revolution through the designated channels below. Early registration is encouraged to secure a slot.

Registration Link: <https://forms.gle/PG7ek5qwHp337JYw5>

Registration Fee: P500.00 per participant (*early bird rate until October 5, 2025*)
P1,000.00 per participant (*regular rate from October 5, 2025*)

This fee includes:

- Access to all sessions for 3 days
- Participant workbook and toolkit
- Certificate of Completion with CPD Units
- Post-session consultation and resource access

Contact for Registration:

Ms. Cathyrine D. Chua
Secretariat

Contact Number: 09688923610

Email: apothemlc@gmail.com

Facebook Page: *Professional Development for Teachers*



APOTHEM LEARNING CENTER

Bato, Camarines Sur 4435

DTI Registration No.: 6222512 | TIN: 771-203-429-00000

CPD Accreditation No.: PTR-2025-735

Email Address: apothemlc@gmail.com

MASTERCLASS ON TRANSFORMATIONAL SCHOOL LEADERSHIP AND INSTRUCTIONAL SUPERVISION

RATIONALE

The imperative to strengthen school leadership and instructional supervision has become increasingly pronounced in light of recent policy reforms and evolving educational demands. Central to this shift is the implementation of the Expanded Career Progression System for Public School Teachers, as mandated by Executive Order No. 174, s. 2022, and operationalized through its 2024 Implementing Rules and Regulations. This system introduces differentiated career pathways—namely, the Teaching and School Administration tracks—and expands promotional opportunities through new position titles such as Teacher IV to VII, Master Teacher V, and School Principal I to IV. These developments underscore the need for capacity-building programs that prepare educators to assume leadership roles with competence, integrity, and strategic foresight.

In alignment with the Department of Education's commitment to merit-based advancement, inclusive governance, and learner-centered improvement, this masterclass is designed to equip current and aspiring school leaders with the competencies required to lead transformational change. It integrates research-based leadership frameworks, ethical supervision practices, and data-informed decision-making strategies to support institutional excellence and professional growth.

Moreover, the program responds to the Philippine Professional Standards for School Heads (PPSSH) and the Results-Based Performance Management System (RPMS), reinforcing key domains such as instructional leadership, human resource development, and school management. By fostering collaborative cultures, promoting equity, and enhancing instructional quality, the masterclass contributes directly to the realization of DepEd's strategic goals and the broader vision of quality, accessible, and empowering education for all.

OBJECTIVES

By the end of the masterclass, participants will be able to:

1. Explain the principles and dimensions of transformational leadership in school contexts.
2. Apply advanced instructional supervision techniques to improve teaching practices and learner achievement.
3. Design and sustain inclusive, collaborative school cultures that promote shared leadership.
4. Utilize data-driven approaches to monitor instructional effectiveness and inform decision-making.
5. Manage organizational change and resolve conflicts with strategic insight and empathy.

6. Demonstrate ethical leadership that upholds equity, inclusion, and continuous professional growth

CONTENT OUTLINE MATRIX

Module	Focus Area	Key Competencies Developed
1. Foundations of Transformational Leadership	Vision-setting, emotional intelligence, and strategic leadership	Articulates a compelling school vision; demonstrates empathy and influence; leads with integrity
2. Instructional Supervision for Impact	Observation protocols, feedback models, and coaching strategies	Conducts effective classroom observations; provides constructive feedback; mentors for growth
3. Building Collaborative School Cultures	Shared leadership, team empowerment, and inclusive decision-making	Facilitates participatory governance; promotes teacher agency; fosters inclusive practices
4. Data-Informed Decision Making	Use of instructional data, goal-setting, and progress monitoring	Analyzes performance data; sets SMART goals; leads data-driven improvement plans
5. Leading Change and Conflict Resolution	Change management frameworks and strategic mediation	Navigates resistance; resolves conflict professionally; sustains reform initiatives
6. Professional Growth and Capacity Building	Designing PD programs, mentoring systems, and career pathways	Plans differentiated PD; supports career progression; builds leadership pipelines
7. Ethical Leadership and Equity	Promoting inclusive practices and ethical decision-making	Upholds fairness and transparency; advocates for marginalized learners; models ethical conduct

SCHEDULE AND DELIVERY FORMAT

The masterclass will be delivered in two separate batches, each consisting of four Sunday sessions:

Batch	Dates	Time	Delivery Mode
Batch 1	October 5, 12, 19, 26, 2025	8:00 AM – 4:00 PM	Virtual
Batch 2	November 9, 16, 23, 30, 2025	8:00 AM – 4:00 PM	Virtual

Batch 3	December 7, 14, 21, 28, 2025	8:00 AM – 4:00 PM	Virtual
Batch 4	January 4, 11, 18, 25, 2026	8:00 AM – 4:00 PM	Virtual
Batch 5	February 1, 8, 15, 22, 2026	8:00 AM – 4:00 PM	Virtual

Each session will include interactive lectures, case study analysis, group discussions, role plays, and toolkit walkthroughs.

TARGET PARTICIPANTS

This masterclass is designed for educational leaders and aspiring master teachers who are positioned to drive instructional excellence and organizational transformation within their respective institutions. Target participants include Classroom Teachers who lead pedagogical improvement and mentoring initiatives; Department Heads and Curriculum Coordinators responsible for academic programming and instructional alignment; and Aspiring School Leaders and Education Administrators preparing to assume formal leadership roles. The program is particularly relevant for those seeking advancement under the Expanded Career Progression System, as outlined in Executive Order No. 174, s. 2022.

METHODOLOGY

The masterclass will employ dynamic and participatory approach to professional learning. Sessions will feature interactive presentations and expert-led discussions to introduce key concepts and frameworks. Participants will engage in simulation exercises to practice supervision techniques and feedback delivery in realistic scenarios. Peer coaching and collaborative reflection will be integrated to foster shared learning and leadership dialogue. Localized case studies and DepEd-aligned tools will be utilized to ensure contextual relevance and policy coherence. Each participant will receive a workbook and leadership toolkit to support application beyond the training sessions.

EXPECTED OUTCOMES

By the end of this masterclass, participants will:

- Confidently apply transformational leadership practices to inspire and engage their school communities
- Conduct purposeful instructional supervision that drives teacher growth and student success
- Foster an inclusive, collaborative environment that supports innovation and shared leadership
- Utilize data effectively to inform instructional decisions and school-wide initiatives
- Manage challenges and conflicts with professionalism and strategic insight
- Commit to ethical leadership that champions equity and continuous improvement

REGISTRATION AND CONTACT INFORMATION

Interested participants may register for the masterclass through the designated channels below. Due to the interactive nature of the sessions and the commitment to personalized engagement, each batch is limited to **50 participants only**. Early registration is encouraged to secure a slot.

Registration Link: <https://forms.gle/nLEwCJgQzt4E41w56>

Registration Fee: ₱2,000.00 per participant (*for the entire masterclass*)

This fee includes:

- Access to all four sessions
- Participant workbook and leadership toolkit
- Certificate of Completion
- Post-session consultation and resource access

Contact for Registration:

Ms. Cathyrine D. Chua

Secretariat

Contact Number: 09688923610

Email: apothemlc@gmail.com

Facebook Page: *Professional Development for Teachers*