Republic of the Philippines
Department of Education
REGION I

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. 1
RECEIVED
030549
BY: DATE: NOV 13 2026

Advisory No. 153, s. 2026
NOV 13 2026

In compliance with DepEd Order (D.O) No. 8, s. 2013
this advisory is issued not for endorsement per D.O No. 28, s. 2001,
but only for the information of DepEd Officials,
personnel/staff, as well as the concerned public.
(Visit *www.deped.gov.ph*)

INVITATION TO THE DECEMBER 2026 PROFESSIONAL DEVELOPMENT PROGRAMS

The Cognitio Learning and Development Center, a professional learning and development institution announces its invitation to the two national training workshops designed to strengthen educators' pedagogical competencies, instructional leadership, and school management practices via Google Meet platform.

The program is designed for teachers, Master Teachers, school heads, instructional leaders, and other concerned education personnel. Attached are the detailed information about the activity for reference.

Interested participants may contact the secretariat through e-mail at info@cognitiolearning.com. Attendance of interested participants shall be **voluntary.** Registration fees may be charged to MOOE or other local funds subject to the usual accounting and auditing rules and regulations.

For other concerns, please contact:

PRINCESS ANGEL CAÑUTAL
Learning and Development Program Officer
Cognition Learning and Development Center
E-mail address: info@cognitiolearning.com
Facebook Page: Cognitio LDC

HRDD/aac/ADV_CognitioDecember
November 12, 2026

DepEd RO1 Documan
HRDD260920

cognitio
LEARNING AND DEVELOPMENT CENTER
San Roque, Iriga City, Camarines Sur, 4431 Philippines
DTI No.: 8258401 | TIN: 771-203-429

TRAINING MATRIX

TRAINING OVERVIEW

Parameter	Details
Training Title	**National Training-Workshop on Advanced Pedagogical Approaches and PPST Alignment**
Subtitle	Integrating Best Practices, Human-Centered Design, and Smart Educational Technologies for 21st-Century Classroom Transformation
Delivery Mode	3-Day Synchronous Virtual Training via Google Meet
Duration	24 Training Hours
Date	December 5,6, and 8, 2026
Registration Form	https://forms.gle/ZYtkibV9Bx8WWHgs8
Registration Fee	Php 500.00
Target Audience	Classroom teachers, master teachers, learning area coordinators, academic coordinators, and other teaching personnel seeking to strengthen instructional planning and classroom practice.

DESCRIPTION

Effective classroom transformation requires more than the adoption of new teaching strategies or digital tools. It calls for strong content knowledge, pedagogical content knowledge, responsive learning design, and the thoughtful use of technology to address learner needs. This national training-workshop is anchored on the Philippine Professional Standards for Teachers (PPST), particularly standards related to content knowledge and pedagogy, learning environments, diversity of learners, curriculum and planning, assessment, and professional engagement. Participants will examine research-informed pedagogical practices, apply human-centered design thinking to classroom challenges, and explore the safe, ethical, and purposeful integration of educational technologies and AI-assisted tools. Through collaborative design tasks, prototyping, peer critique, and a lesson plan showcase, participants will produce a PPST-aligned lesson plan and a suite of instructional materials that can be adapted to varied classroom contexts.

STANDARDS ALIGNMENT MATRIX

Module	PPST Target Indicators
Module 1: **Navigating the Modern PPST Landscape – Advanced Content Knowledge**	**Strand 1.1.2:** Apply knowledge of content within and across curriculum teaching areas. **Strand 1.2.2:** Use research-based knowledge and principles of teaching and learning to enhance professional practice. **Strand 1.5.2:** Develop and apply effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.
Module 2: **Design Thinking in Education**	**Strand 2.1.2:** Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. **Strand 3.1.2:** Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

	Strand 3.2.2: Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds. **Strand 4.1.2:** Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.
Module 3: **Smart Pedagogy and Practicum Showcase**	**Strand 1.3.2:** Ensure the positive use of ICT to facilitate the teaching and learning process. **Strand 4.5.2:** Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals. **Strand 5.1.2:** Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

EXPECTED LEARNING OUTCOMES

By the end of this training program, participants will be able to:

1. Apply advanced content knowledge and pedagogical content knowledge in planning coherent, research-informed learning experiences.
2. Analyze classroom learning barriers and learner needs using human-centered design thinking processes.
3. Develop an empathy map and a feasible classroom solution prototype responsive to a diverse learner profile.
4. Integrate appropriate educational technologies and AI-assisted tools to support instruction, resource development, and assessment while observing ethical and responsible-use considerations.
5. Explore and utilize digital platforms, interactive applications, and AI-powered educational tools to enhance learner engagement, collaboration, instructional delivery, and assessment.
6. Evaluate the effectiveness and appropriateness of learner-centered, technology-enhanced teaching strategies through reflection, peer feedback, and evidence-based discussion.

TIMELINE

DAY 1 – December 5 | *Navigating the Modern PPST Landscape: Advanced Content Knowledge*

Time	Module / Session	Core Topics and Content	Responsible Person
08:00 – 08:30	Registration and Orientation	Plenary check-in, netiquette, technical orientation, and diagnostic pre-assessment.	Training Team
08:30 – 10:00	**MODULE 1** *[Part 1]* Navigating the Modern PPST Landscape: Advanced Content Knowledge	Review of the PPST landscape; Domain 1: Content Knowledge and Pedagogy; advanced content knowledge and pedagogical content knowledge across learning areas.	Michael G. Domanais, PhD School Head Trece Martires Elementary School
10:00 – 10:15	**Health Break**		
10:15 – 12:00	**MODULE 1** *[Part 2]*	Research-informed teaching practices; conceptual understanding; selecting strategies that promote critical,	Michael G. Domanais, PhD School Head

	Navigating the Modern PPST Landscape: Advanced Content Knowledge	creative, and higher-order thinking.	Trece Martires Elementary School
12:00 – 01:00	**Lunch Break**		
01:00 – 03:30	**Lesson Analysis Workshop**	Analyze a sample lesson; identify content-pedagogy alignment, learner thinking demands, and opportunities to strengthen conceptual learning.	Participants
03:00 – 04:00	**Output Development**	Prepare an annotated lesson plan skeleton aligned with advanced content knowledge standards.	Participants
04:00 – 05:00	**Plenary Synthesis**	Debriefing, key takeaways, and Day 1 online evaluation.	Training Team

DAY 2 – December 6 | *Designing Thinking in Education: Human Centered Classroom Solutions*

Time	Module / Session	Core Topics and Content	Responsible Person
08:00 – 08:30	Management of Learning (MOL)	Day 1 concept recap and key learnings synthesis.	Training Team
08:30 – 10:00	**MODULE 2** *[Part 1]* Designing Thinking in Education: Human Centered Classroom Solutions	Introduction to human-centered design; Empathize and Define stages; understanding learner profiles, classroom barriers, and learning needs.	Olive N. Mancera, PhD Instructor I Sorsogon State University
10:00 – 10:15	**Health Break**		
10:15 – 12:00	**MODULE 2** *[Part 2]* Designing Thinking in Education: Human Centered Classroom Solutions	Ideate stage; generating inclusive and learner-centered strategies; connecting design decisions to learner diversity and responsive classroom environments.	Olive N. Mancera, PhD Instructor I Sorsogon State University
12:00 – 01:00	**Lunch Break**		
01:00 – 03:30	**Design Thinking Workshop**	Prototype and Test stages; developing a classroom solution prototype and planning how to gather feedback and refine the design.	Participants
03:30 – 04:00	**Peer Feedback**	Present empathy maps and prototypes; use peer feedback to improve the proposed classroom solution	Participants
04:00 – 05:00	**Plenary Synthesis**	Debriefing, key takeaways, and Day 2 online evaluation.	Training Team

DAY 3 – December 8 | *Smart Pedagogy: Integrating Technology Tools in Teaching and Learning*

Time	Module / Session	Core Topics and Content	Responsible Person

08:00 – 08:30	Management of Learning (MOL)	Day 1 concept recap and key learnings synthesis.	Training Team
08:30 – 10:00	**MODULE 3** *[Part 1]* Smart Pedagogy: Integrating Technology Tools in Teaching and Learning	Understanding Smart Pedagogy and the purposeful integration of educational technology in classroom instruction; exploring digital platforms, interactive applications, and technology tools that support learner engagement, collaboration, communication, and knowledge construction; selecting appropriate tools based on learning objectives, learner needs, accessibility, and classroom context.	Mr. Dick Anthony M. Calleja Teacher IV Leagzpi City Science High School
10:00 – 10:15	**Health Break**		
10:15 – 12:00	**MODULE 3** *[Part 2]* Smart Pedagogy: Integrating Technology Tools in Teaching and Learning	Exploring AI-powered educational tools and their applications in teaching and learning; using technology for instructional delivery, content development, assessment, feedback, and differentiated learning support; responsible and ethical use of AI, including accuracy verification, data privacy, accessibility, academic integrity, and teacher professional judgment.	Mr. Dick Anthony M. Calleja Teacher IV Leagzpi City Science High School
12:00 – 01:00	**Lunch Break**		
01:00 – 03:30	**MODULE 3** *[Workshop]* Smart Pedagogy: Integrating Technology Tools in Teaching and Learning	Hands-on exploration of selected digital platforms and AI-powered educational tools; guided demonstration of their features and instructional applications; collaborative exploration of tools for content creation, interactive presentations, learner engagement, assessment, and feedback; identification of appropriate technology tools for different teaching and learning contexts.	Participants
03:30 – 04:00	**Post-Assessment and Reflection**	Assessment of participants' understanding of Smart Pedagogy; reflection on key learnings and potential applications of technology tools in classroom instruction.	Participants
04:00 – 05:00	**Plenary Synthesis**	Post-assessment, reflection, portfolio submission, and closing activities.	Training Team

cognitio
LEARNING AND DEVELOPMENT CENTER
San Roque, Iriga City, Camarines Sur, 4431 Philippines
DTI No.: 8258401 | TIN: 771-203-429

TRAINING MATRIX

TRAINING OVERVIEW

Parameter	Details
Training Title	**National Seminar-Workshop on Strategic Instructional Supervision, School Leadership and Administrative Accountability**
Subtitle	Harmonizing DepEd Pedagogical Standards and Civil Service Commission (CSC) Regulations for Sustainable School Governance
Delivery Mode	3-Day Synchronous Virtual Training via Google Meet
Duration	24 Training Hours
Date	December 28-30, 2026
Registration Form	**https://forms.gle/bSYajEczEMChVXH8A**
Registration Fee	Php 500.00
Target Audience	School heads, head teachers, master teachers, aspiring instructional leaders, and other education personnel with supervisory or school-management responsibilities.

DESCRIPTION

Strategic instructional supervision and school leadership require the integration of pedagogical standards, sound personnel management, ethical decision-making, and accountable administrative practice. School heads, head teachers, and master teachers are expected to provide purposeful technical assistance, monitor teaching and learning, manage performance, and ensure that personnel-related actions are supported by applicable policies and proper documentation.

This seminar-workshop connects DepEd leadership and teacher standards with relevant Civil Service Commission frameworks, including the 2025 Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA), the 2025 Rules on Administrative Cases in the Civil Service (RACCS), the Performance Management and Evaluation System (PMES), the Strategic Performance Management System (SPMS), and Republic Act No. 6713. Through guided analysis, planning exercises, and simulations, participants will develop practical tools for instructional monitoring, performance evaluation, accountability, and fair administrative processes.

The sessions are developmental and should not be treated as a substitute for agency legal advice or formal CSC/DepEd issuances.

STANDARDS ALIGNMENT MATRIX

Module	PPST Target Indicators	PPSSH Target Indicators
Module 1: **The Instructional Leadership Mandate**	**Strand 4.4.2:** Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice. **Strand 5.2.2:** Monitor and evaluate learner progress and achievement using learner attainment data. **Strand 7.4.2:** Develop a personal professional improvement plan based on one's practice and ongoing professional learning.	**Strand 3.2.2:** Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice. **Strand 3.3.2:** Use validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance. **Strand 3.4.2:** Utilize learning outcomes in developing data-

		based interventions to maintain learner achievement and attain other performance indicators.
Module 2: **Exercise of Authority and Merit-Based Leadership in the Public Sector**	**Strand 6.3.2:** Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. **Strand 7.2.2:** Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	**Strand 1.2.2:** Develop and implement with the planning team school plans ahead with institutional goals and policies. **Strand 2.1.2:** Manage school data and information using technology, including ICT, to ensure efficient and effective school operations **Strand 4.2.2:** Apply professional reflection and learning to improve one's practice.
Module 3: **Administrative Due Process, Ethics, and Conflict Resolution in the Workplace**	**Strand 6.1.2:** Maintain learning environments that are responsive to community contexts. **Strand 7.2.2:** Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity. **Strand 7.3.2:** Participate in professional networks to share knowledge and to enhance practice.	**Strand 1.2.2:** Develop and implement with the planning team school plans ahead with institutional goals and policies. **Strand 2.3.2:** Manage school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal. **Strand 4.1.2:** Set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads.

EXPECTED LEARNING OUTCOMES

By the end of this training program, participants will be able to:

1. Interpret the instructional leadership responsibilities of school heads and instructional leaders in relation to RA 9155, PPSSH, and PPST.
2. Develop a localized school-based instructional monitoring and technical assistance schedule responsive to teacher proficiency and identified needs.
3. Explain the appropriate application and limits of authority in common school-level personnel and designation scenarios using relevant 2025 ORAOHRA provisions.
4. Align teacher performance monitoring and development processes with applicable DepEd Performance Management and Evaluation System (PMES), in relation to the CSC Strategic Performance Management System (SPMS) requirements and supporting documentation.
5. Apply principles of administrative due process, ethical conduct, impartiality, confidentiality, and fair documentation in handling workplace concerns.
6. Produce an integrated School Instructional Supervision and Accountability Plan (SISAP) with monitoring tools, compliance checkpoints, and implementation measures.

TIMELINE

DAY 1 – December 28 | *The Instructional Leadership Mandate: DepEd Frameworks*

Time	Module / Session	Core Topics and Content	Responsible Person
08:00 – 08:30	Registration and Orientation	Plenary check-in, netiquette, technical orientation, and diagnostic pre-assessment.	Training Team
08:30 – 10:00	**MODULE 1** *[Part 1]* The Instructional Leadership Mandate: DepEd Frameworks	RA 9155 and the instructional leadership role; operationalizing PPSSH and PPST in school-based supervision; linking standards to school priorities.	Mr. Ryan T. Casulang Public School District Supervisor SDO Ligao City, Albay
10:00 – 10:15	**Health Break**		
10:15 – 12:00	**MODULE 1** *[Part 2]* The Instructional Leadership Mandate: DepEd Frameworks	Teacher proficiency and support needs; directive, collaborative, and self-directive supervisory approaches; matching supervision to context and teacher development needs	Mr. Ryan T. Casulang Public School District Supervisor SDO Ligao City, Albay
12:00 – 01:00	**Lunch Break**		
01:00 – 03:30	**MODULE 1** *[Workshop]* The Instructional Leadership Mandate: DepEd Frameworks	Developing a localized instructional monitoring schedule; mapping classroom observation, feedback, coaching, and follow-through activities.	Participants
03:00 – 04:00	**Output Sharing**	Peer review of monitoring schedules using an alignment checklist.	Participants
04:00 – 05:00	**Plenary Synthesis**	Debriefing, key takeaways, and Day 1 online evaluation.	Training Team

DAY 2 – December 29 | *Exercise of Authority and Merit-Based Leadership in Public Sector*

Time	Module / Session	Core Topics and Content	Responsible Person
08:00 – 08:30	Management of Learning (MOL)	Day 1 concept recap and key learnings synthesis.	Training Team
08:30 – 10:00	**MODULE 2** *[Part 1]* Exercise of Authority and Merit-Based Leadership in Public Sector	Overview of the 2025 ORAOHRA; merit-based appointments and personnel actions; special assignments and designations; qualification, authority, and documentation requirements.	Mr. Christian C. Antiquiera Senior Human Resource Specialist Civil Service Commission Regional Office V
10:00 – 10:15	**Health Break**		
10:15 – 12:00	**MODULE 2** *[Part 2]*	Responsible exercise and limits of authority in school-level personnel actions; analysis of	Mr. Christian C. Antiquiera

	Exercise of Authority and Merit-Based Leadership in Public Sector	special assignment, OIC, and designation scenarios; accountability and appropriate consultation or referral.	Senior Human Resource Specialist Civil Service Commission Regional Office V
12:00 – 01:00	**Lunch Break**		
01:00 – 03:30	**MODULE 2** *[Workshop]* Exercise of Authority and Merit-Based Leadership in Public Sector	DepEd Performance Management and Evaluation System (PMES) in relation to the CSC Strategic Performance Management System (SPMS); performance planning, monitoring, documentation, and evidence-based employee development and management; preparation of a Legal and Ethical Compliance Checklist.	Participants
03:30 – 04:00	**Case Clinic**	Small-group analysis of personnel and performance-management scenarios.	Participants
04:00 – 05:00	**Plenary Synthesis**	Debriefing, key takeaways, and Day 2 online evaluation.	Training Team

DAY 3 – December 30 | *Administrative Due Process, Ethics, and Conflict Resolution in the Workplace*

Time	Module / Session	Core Topics and Content	Responsible Person
08:00 – 08:30	Management of Learning (MOL)	Day 1 concept recap and key learnings synthesis.	Training Team
08:30 – 10:00	**MODULE 3** *[Part 1]* Administrative Due Process, Ethics, and Conflict Resolution in the Workplace	2025 RACCS: administrative accountability, procedural fairness, objective and evidence-based documentation, appropriate referral, and observance of due process in addressing workplace concerns.	Mr. Christian C. Antiquiera Senior Human Resource Specialist Civil Service Commission Regional Office V
10:00 – 10:15	**Health Break**		
10:15 – 12:00	**MODULE 3** *[Part 2]* Administrative Due Process, Ethics, and Conflict Resolution in the Workplace	RA 6713 and ethical leadership; impartiality, transparency, confidentiality, conflict of interest, respectful communication, and fair treatment in supervision and employee relations.	Mr. Christian C. Antiquiera Senior Human Resource Specialist Civil Service Commission Regional Office V
12:00 – 01:00	**Lunch Break**		
01:00 – 03:30	**MODULE 3** *[Workshop]* Administrative Due Process, Ethics, and Conflict Resolution in the Workplace	Case-based simulations involving teacher performance evaluations, classroom observation and feedback, workplace conflicts, and administrative concerns; practice in objective documentation, constructive feedback, compliance monitoring, and due process.	Participants
03:30 – 04:00	**SISAP Integration**	Finalize the School Instructional Supervision and Accountability Plan and	Participants

		present key compliance measures.	
04:00 – 05:00	**Plenary Synthesis**	Post-assessment, reflection, portfolio submission, and closing activities.	Training Team

PARTICIPANT ENTITLEMENTS AND INCLUSIONS

Upon successful completion of the 16-hour virtual training program, all registered participants will receive a learning package:

1. **Official Certifications**
   a. *Digital Certificate of Participation:* Awarded to participants who complete all three modules, submit the required outputs, and achieve at least 80% attendance in synchronous Google Meet sessions. Reflects 16 Training Hours in Instructional Supervision.
   b. *Certificate of Appearance and Attendance:* Issued for official documentation.

2. **Digital Resource Kit**
   a. *Complete Presentation Slides:* Unlocked PDF copy of all presentation slides, lecture notes, and reference guides used across Modules 1 to 3.
   b. *Lecture Recording*: Access to lecture during the entire training.
   c. *Other learning resources.*

3. **Post-Training Support and Community**
   a. *Cognitio L&D Priority Email Updates:* Subscription to exclusive email notifications regarding upcoming professional development offerings, national training opportunities, webinars, and updated policy guidelines.
   b. *Cognitio Alumni Learning Community:* Admission to Cognitio's exclusive online professional network for continuous peer-mentoring, resource-sharing, and updates.

Stay Connected with Us!

Follow our official Facebook Page: ***Cognitio LDC***
https://www.facebook.com/profile.php?id=61593956174336

Message us thru **info@cognitiolearning.com**