



Republic of the Philippines

## Department of Education

REGION IV- A CALABARZON  
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

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Advisory No. **056**, s. 2026  
March 17, 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.  
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### INVITATION TO VARIOUS NATIONAL TRAINING SESSIONS

The **Center for the Professional Advancement for Educators Inc.** is inviting interested teachers, school leaders, and education personnel to participate in the upcoming national training sessions this coming **March to November 2026** via Zoom.

The list of training sessions and the official communication from the CPAE are attached to this advisory for reference.

Dissemination of this Advisory is desired.

SGOD – various national trainings of the center for the professional advancement of educators inc.  
RECTD7T3-008347/Month 17, 2026



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**VARIOUS NATIONAL TRAININGS OF THE CENTER FOR THE PROFESSIONAL ADVANCEMENT OF EDUCATORS INC.**

The Center for the Professional Advancement for Educators Inc. will conduct the following national training sessions live via Zoom to be held on the following dates:

Title	Dates	Objectives
National Training on Instructional Leadership and Supervision Focused on Improving Learning Outcomes	March 13–15, 2026 May 15–17, 2026	<ul style="list-style-type: none"><li>• Apply the Philippine Professional Standards for Teachers or the Philippine Professional Standards for School Heads and standards-based instructional leadership to strengthen teaching quality and school improvement.</li><li>• Use supervision, feedback, and coaching to enhance teacher growth, performance, and student learning.</li><li>• Implement effective coaching practices through clear goals, differentiated approaches, and evidence-based guidance.</li></ul>
National Training on Pedagogies for Global Readiness: Strengthening Numeracy, Literacy, and Scientific Filipino Learners	May 22–24, 2026 August 7–9, 2026	<ul style="list-style-type: none"><li>• Analyze Trends in International Mathematics and Science Study or Programme for International Student Assessment (PISA) results in Math, Reading, and Science to identify learning gaps and derive pedagogical implications across disciplines.</li><li>• Design high-quality, standards-aligned tasks including PISA-style Math problems, reading and data-interpretation activities, inquiry-based science tasks, and cross-curricular performance tasks.</li><li>• Strengthen higher-order thinking skills by applying problem-based, didactical, and inquiry approaches that build reasoning, transfer, scientific literacy, and critical thinking.</li></ul>
National Training on Harnessing Generative Alternative Intelligence (AI) for Pedagogical Transformation: Improving Teaching Effectiveness, Assessment Practices, and Classroom Innovation	June 26–28, 2026 August 21–23, 2026	<ul style="list-style-type: none"><li>• Use generative AI ethically and responsibly by upholding data privacy, academic integrity, and sound teacher judgment while determining when AI is or is not appropriate for teaching and assessment tasks.</li><li>• Enhance instruction with AI-assisted design by unpacking competencies, generating prompts and lesson starters, refining activities and worksheets, and integrating AI-produced materials in ways that improve clarity, engagement, accessibility, and curriculum alignment.</li><li>• Strengthen assessment quality with AI support by creating and evaluating AI-generated items, multiple-choice questions, rubrics, and alternative assessments using standards of validity, reliability, fairness, cognitive, demand, and developmental appropriateness.</li></ul>
National Training on Teach. Transform. Thrive: Integrating the Sustainable Development Goals (SDGs) through Learner-Centered and Transformative Pedagogies	September 4–6, 2026 November 6–8, 2026	<ul style="list-style-type: none"><li>• Integrate sustainability concepts across the curriculum by applying interdisciplinary content knowledge, citing and explaining the 17 SDGs, and embedding Education for Sustainable Development (ESD) principles in learner-centered, transformative instructional strategies.</li><li>• Use research and policy analysis to guide practice by identifying instructional gaps, examining the state of SDG/ESD implementation in Philippine schools, and making informed pedagogical and programmatic decisions.</li><li>• Design coherent, context-responsive sustainability programs through Whole-School Approach planning, inclusive learning initiatives, and the development of key sustainability competencies such as systems thinking, critical thinking, collaboration, and ethical reasoning.</li></ul>

Participation of teachers from public and private schools shall be purely voluntary and will not hamper instructional time in compliance with the provisions of DepEd Order (DO) No. 012, s. 2025, titled Multi-Year Implementing Guidelines on the School Calendar and Activities and DO 9, s. 2005 titled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith, and the policy on off-campus activities stated in DO 66, s. 2017.

For more information, please contact:

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