



Department of Education  
Region III  
DIVISION OF ANGELES CITY  
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JAN 04 2017

By \_\_\_\_\_  
DepED Angeles City  
Division of City Schools

**DIVISION ADVISORY**

No. 03 , s. 2017

**To:** Assistant Schools Division Superintendent  
Public Schools District Supervisors  
Principals / Department Heads  
Master Teachers, Pre-school, Elementary, Secondary & SPED Teachers  
from Public & Private Schools

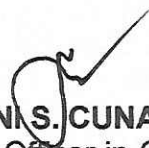
**From:** OIC - Office of the Schools Division Superintendent

**Subject:** INTERNATIONAL LEADERSHIP SUMMIT IN INCLUSIVE EDUCATION OF  
THE TEACHER'S GALLERY

**Date:** January 3, 2017

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Please be informed of the attached DepEd Advisory No. 250, s. 2016 entitled  
*International Leadership Summit In Inclusive Education of the Teacher's Gallery.*

  
**LEILANI S. CUNANAN, CESO VI**  
Officer-in-Charge 1/3  
Office of the Schools Division Superintendent

September 13, 2016

In compliance with DepEd Order No. 8, s.2013  
this advisory is issued for the information of DepEd officials,  
personnel/staff, as well as the concerned public.  
(Visit [www.deped.gov.ph](http://www.deped.gov.ph))

### INTERNATIONAL LEADERSHIP SUMMIT IN INCLUSIVE EDUCATION OF THE TEACHER'S GALLERY

The Teacher's Gallery, in partnership with Unilab Foundation and supported by the Basic Education Sector Transformation (BEST) Program, will conduct an *International Leadership Summit in Inclusive Education* with the theme *Opening Minds, Opening Hearts: Putting Values into Action* from November 14 to 16, 2016 at the SMX Convention Center, Pasay City.

The Summit aims to guide all stakeholders in building their capacities for the implementation of a sustainable inclusive school for students with disabilities with the goal of building a thoughtful and proactive community for inclusive education.

The Summit will cover the following topics:

1. Teaching and Leading the School with the Spirit of Shared Understanding;
2. Focusing on the Heart of School Systems—Teachers;
3. Examining the Soul of Education—Students;
4. The Power of Connection and Collaboration—Community, School, Parents In Developing and Implementing a Sustainable Inclusive Education;
5. Effective Practices that Support Students with Disabilities;
6. Impact of Inclusion on Academic Outcomes;
7. Making Inclusion Works for Everyone;
8. Evidence of Successful Inclusive Practice in Schools;
9. Pushing the Legislative Framework that Supports Inclusive Education;
10. Curriculum Development—Transition Planning/Life Skills; and
11. The Disruptive Innovation—Special Education (SPED) to Inclusion.

The target participants are regional directors, schools division superintendents, assistant schools division superintendents, regional education program supervisors in SPED, district supervisors, principals, department heads, master teachers, preschool, elementary and secondary teachers, and SPED teachers from both public and private schools, and the academe from around the world, as well as government agencies and organizations involved in serving people with disabilities.

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:

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