

# DIPLOMA IN TEACHING ENGLISH TO YOUNG LEARNERS (DTEYL)

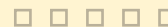
With a special focus on Educational Neuroscience and Positive Education

**VERSION 2024**

Suitable for teachers in TESOL or Bilingual Programs. K-4 Levels.  
3-Month Intensive Distance Program.

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## Work Plan and Methodology



The 3-month intensive program will be delivered distance mode, including a total of 80 chronological hours which will be distributed as follows: 46 hours for synchronous learning (58%) and 34 hours for asynchronous learning (42%).

A total of 23 sessions will be conducted by specialists through student-centered activities in order to model the work to be done later with the students. Self-study sessions and home assignments will be systematically introduced in the Moodle Virtual Classroom for participants.



**3**  
months  
intensive  
program



**80**  
total of 80  
chronological  
hours



**46** hours  
synchronous  
learning



**34** hours  
asynchronous  
learning



**23**  
conducted  
sessions



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## Diploma Pass Requirement



### 01

Successfully complete intermediate and final portfolio products for each of the 8 Modules.



### 02

Minimum Average Final Mark of 60%



### 03

Attendance to online live sessions: 70%(\*)



### 04

A Working Portfolio (WP) that shows evidence of direct application of content/strategies learnt in the programme, should be created by participants in the DTEYL. More details will be discussed with the Portfolio Tutor.

(\*) Online Attendance Flexible System: Participants in the program will have the possibility to access online lessons outside of regular class time through video on demand, up to 20% of total sessions programmed.

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## Program Content

## DTEYL PART I TEACHING AND LEARNING PRINCIPLES

### **M2011: Student Agency**

- Inverted Planning
- Gradual Autonomy
- Class Micromanagement Techniques

### **M2012: Applied Psychology**

- Applied Psychology
- Applied Neuroscience
- Love for Reading

### **M2013: Assessment for learning 1/2**

- Neuroscience
- Assessment for Learning
- Differentiation

### **Program Specialists:**

Anya Doherty  
María Francisca Kelly  
Jessica Urra

24 chronological hours  
which will be  
distributed as follows:

16 hours for  
synchronous learning

8 hours for  
asynchronous learning

## Program Content

## DTEYL PART II METHODOLOGIES FOR LANGUAGE ACQUISITION

### INTRODUCTION TO APPLIED METHODOLOGIES

#### M2021: Reading

- Reading Comprehension
- Reader's Workshop
- Scaffolded Reading Strategies

#### M2022: Writing

- Writer's Workshop
- Pre-writing
- Writing Process
- 6 + 1 Traits of Writing

#### M2023: Listening

- TPR
- Visual Aids. Transitioning.  
Signposting.
- Attention Grabbers, Commands

#### M2024: Speaking

- Oral Fluency Development
- Topic and Task
- Kinds of Spoken Interaction
- Role Play and Related Techniques

#### M2025: Word Work

- Concept of Print
- Phonics and sight words
- Vocabulary

#### Program Specialists:

Jessica Urra  
Cecilia Nestler  
María Francisca Kelly

56 chronological hours  
which will be  
distributed as follows:

28 hours for  
synchronous learning

28 hours for  
asynchronous learning

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## Program Specialists



### M. Francisca Kelly

An English teacher with more than 10 years of experience teaching in preschool, elementary and high school levels. She has lived and worked in different countries; the US, Brazil and Singapore. She has an MA in Applied Linguistics. She is an educational consultant for the private and state sector. She was a collaborator for the SEDUC schools in Chile, a teacher trainer and a certified promoter of Positive Discipline and Positive Education. She is the Founding Director and the main writer of BUKKU Education Company. She is the author of 22 Reading books for kids in Latin America.



### Annya Doherty

A TEFL certified teacher from Capetown, South Africa. She specialized as a teacher trainer for immigrant programs in Barcelona, Spain. She graduated with a BA in Language Studies at Open University in the UK. She holds an MA in Neurodidacts from Universidad Rey Juan Carlos, Spain. She has devoted many years to differentiated teaching for the inclusive classroom and Waldorf education. A passionate researcher in Brain-Friendly teaching. Currently a faculty member at Universidad Alberto Hurtado.

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## Program Specialists



### Jessica Urra

Jessica Urra Gutiérrez is a teacher of English graduated from Universidad de Concepción, Masters on TEFL at UNAB. She has specialized in Game-Based Learning. She has created an original program for ELT to Young learners, and has specialized in teaching YL K-4 levels. She is the Co Founder and Academic Director at SOS English Institute. She has created a number of resources in the UDL Model for the Inclusive Classroom, and Classroom Strategies for teaching preschoolers.



### Cecilia Nestler

Cecilia is an experienced English and Primary teacher with 10+ years of leadership and 14 years of classroom experience with structuring, guiding and facilitating inquiry learning as a student-centered teaching approach. A specialist in Assessment and in Curriculum articulation, consulting IB, PENTA and LAHC schools in Latin America and overseas. Cecilia has studied and applied Authentic Assessment in different levels and in varied subjects, such as English, Social Studies and Science. A school coordinator and advisor for Craighouse and the Seduc Schools in Chile in recent years.



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## Important Information



Enrollment  
Process open  
until August 7th



Program Start Date:  
August 3rd, 2024



Program End Date:  
October 26th, 2024



Class Schedule  
Wednesdays  
4:30 pm - 6:30 pm  
Saturdays  
10:00 am - 12:00 pm



Program Full Price:  
CL \$1.000.000



Financing Programs  
Fondos PIE – Ley SEP  
SENCE – Pago Directo



Ways to Pay:  
Bank Transfer  
(only in Chile)  
Transbank - Paypal



## Organized and Certified by

**BUKKU**  
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Contact for enrollment: [info@neuroeduca.cl](mailto:info@neuroeduca.cl)  
Or call: 223353033 / +56 9 4208 0764