

DIPLOMA IN TEACHING ENGLISH TO YOUNG LEARNERS (DTEYL)

With a special focus on Educational Neuroscience and Positive Education

VERSION 2026

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:

María Francisca Kelly
Joaquín Triandafilide
Cecilia Nestler

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:

María Francisca Kelly
Cecilia Nestler
Anya Doherty

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.



Asociación Chilena de Neuroaprendizaje



B U K K U

education

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Program Specialists



Joaquín Triandafilide

Joaquín is an English teacher and MA in Applied Linguistics from Universidad de Chile. Joaquín has worked as a teacher trainer for over 20 years. He is the Founder of Asociación Chilena de Neuroaprendizaje. He has specialized in Educational Neuroscience at Central Queensland University, in Australia. Currently he is part of a consulting Team for PIAP Mineduc as the Managing Director of Instituto Chileno Norteamericano in Santiago, Chile.



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 5th**



**Program Start Date:
August 1st, 2026**



**Program End Date:
October 28th, 2026**



Class Schedule

**Wednesdays
4:30 pm - 6:30 pm**

**Saturdays
10:00 am - 12:00 pm**



**Program Full Price:
CL \$1.120.000**



Financing Programs

**Fondos PIE - Ley SEP
SENCE - Pago Directo**



Ways to Pay:

**Bank Transfer
(only in Chile)**

Transbank - Paypal

Organized and Certified by

BUKKU
education

ATE



OTEC



Contact for enrollment: info@neuroeduca.cl
Or call: 223353033 / +56 9 4208 0764