# ESSARP Centre programme
## Courses

ESSARP
English Speaking Scholastic Association of the River Plate

Please note:
Enrolment will be made through ESSARPs web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

## D1341 - Visible Literacy: The thinking behind Reading and Writing

**Dates:** 16 to 22 and 23 to 29 November; 30 November to 06 December; 07 to 13 December, 2026 (online)
**Venue:** Distance
**Sessions:** 4 **Minimum attendance for certificates:** 3 **Vacancies per school:** 2
**For:** Primary and Secondary School Heads, Coordinators and Teachers

Please enrol before: **2026, Nov 11th**

**Facilitator(s):** *Ms. Luciana Fernández*

Luciana Fernández is a graduate teacher of English who has been teaching English for the past twenty-nine years. She has specialized in Methodology and Teaching Practice and she holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education. She holds two post graduate certifications in Thinking Cultures and Teaching for Comprehension She is a Reading and Literacy expert and has been training teachers in this area for the past fifteen years. She is a teacher educator and has designed several presentations and courses for professional development both in Argentina and abroad. Her presentation at ARTESOL 2015 was selected to be presented at TESOL International as a Best Affiliate Session. She is one of the 50 scholarship winners who attended and presented at IATEFL, held in Birmingham in April 2016. She was later on invited to be a presenter at the Young Learners and Teenagers SIG pre conference event and at the main conference. Luciana has been the Head at several bilingual IB institutions in Buenos Aires. At present she is a school advisor, teacher trainer and facilitator at ESSARP (English Speaking Scholastic Association of the River Plate), where she trains heads and teachers from the most important bilingual institutions in Argentina.

**Objectives:**
Explore the cognitive processes involved in reading and writing.
Develop teachers' understanding of metacognition and its role in learning.
Identify the thinking that lies beneath students' visible reading and writing performance.
Explore thinking routines as structures that make students' thinking visible, discussable and transferable.
Learn to select thinking routines according to the cognitive processes teachers want students to develop.
Redesign reading and writing tasks to promote metacognition and visible thinking.
Transfer course ideas to teachers' own classroom contexts and materials.

**Contents:**
Reading and writing as cognitive processes.
What happens beneath the surface of reading and writing: activating prior knowledge, predicting, connecting, inferring, analysing, evaluating, monitoring and revising.
From cognition to metacognition: becoming aware of what, why and how we think and whether our strategies are working.
Making thinking visible: articulating ideas, explaining reasoning, identifying evidence, making connections and reconsidering.
Thinking routines as tools for supporting and externalising specific kinds of thinking.
Reading with thinking in mind: before-, during- and after-reading processes.
Writing as thinking: planning, decision-making, monitoring and revision.
Revision as re-seeing rather than simply correcting a text.
From routine to purpose: identifying the desired thinking before selecting a routine.
Designing and adapting classroom tasks to make invisible thinking visible.
Reflection and transfer: moving from asking "What did my students do?" to "What were they thinking?"

**Bibliography:** To be specified.



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**Methodology:** Distance, asynchronous professional-development course organised into weekly modules.
Short presentations and reading/viewing materials introducing key concepts and classroom applications.
Reflective entry tickets to activate prior knowledge, connect with teachers' experience and establish a personal focus for each module.
Guided exploration of thinking routines and opportunities to analyse how they can support reading and writing processes.
Forum discussions where participants share classroom experiences, respond to colleagues' ideas and consider alternative perspectives.
Practical tasks based on teachers' own coursebooks and classroom materials.
Reflection activities focused on identifying the thinking required by existing reading and writing tasks.
Exit tickets encouraging participants to synthesise key ideas, reflect on their learning and identify possible classroom applications.
Ongoing interaction with course materials, peers and facilitator throughout each module.
Emphasis on purposeful transfer: participants finish the course with redesigned classroom activities that make specific cognitive processes more visible.



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