

Statement of Educational Philosophy

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I believe that students learn best when teaching is clear, structured, and centred on real understanding. In Computer Science, concepts are often abstract and can be difficult to grasp; my role is to make them accessible, logical, and meaningful. I want students to develop confidence, independence, and the ability to apply their knowledge thoughtfully. I encourage a 'safe-to-fail' culture where students see debugging as a normal part of the learning process rather than a mistake.

In my classroom, I use clear explanations, step-by-step modelling, and regular opportunities for guided and independent practice. For example, when introducing new programming concepts, I model solutions in stages, explaining my thinking before asking students to attempt similar problems independently. I believe students learn more effectively when they are active participants in the lesson: thinking, questioning, discussing, testing ideas, and solving problems. Learning is not memorisation of isolated facts, but a process that helps students to see patterns, make connections, and understand why an answer works. This concept is particularly true in Computer Science, where progress comes from reasoning, not repetition.

I view exam preparation not as a separate hurdle, but as a natural consequence of the learning process. I want students to understand concepts well enough to be able to communicate complex ideas with clarity and address the question effectively. To support this, I use deliberate practice, where, for instance, students work on exam-style questions, receive feedback, and refine their answers. The aim of this process is to build confidence and accuracy over time by recognising what a strong answer looks like and how to construct it.

In my view, assessment should be an integral part of the learning process: questioning, mini whiteboards, written tasks, and exit tickets are a constant part of lessons to help me ensure all students are focused and on track. My goal is to spot misunderstandings as they happen. This allows me to be flexible, either by re-teaching a point on the spot or adjusting the following lesson based on the feedback I'm seeing.

I believe that all students can make progress when expectations are clear and support is well designed. In a multilingual classroom, I use scaffolding, structured guidance, and clear language to make learning accessible. I place a high value on developing technical vocabulary, providing sentence stems and guided examples for students who need support. At the same time, I offer extension tasks to challenge more confident learners. My aim is to create a classroom where all students feel supported and able to succeed.

I want students to see Computer Science as more than a subject for exams. Through programming tasks, enrichment activities, and projects in AI and robotics, I provide opportunities for students to apply what they learn, experiment with new ideas, and extend their knowledge beyond the classroom.

I am also committed to teaching digital citizenship by helping students understand the ethical implications of the technology they create and use. I value interdisciplinary learning and aim to connect Computer Science with other subjects, helping students recognise links between different areas of knowledge. This gives them a broader perspective and shows how Computer Science fits within a wider context.

Finally, I see teaching as a process of continuous reflection: I am constantly reviewing my lessons and student outcomes to see where I can adjust and improve my practice. My goal is to keep improving as a teacher and to help students become independent learners who are ready for further study and real-world problem-solving.