



Mark TURPIN

B. Education; Dip. Teaching (Music)

Music Teacher and CAS Coordinator
Conductor Gold Coast Philharmonic Orchestra

Teacher statement

Beginning with piano lessons from the age of ten and the Flute and Oboe studies as part of the inaugural State Instrumental Music Program through secondary school, followed by further tertiary studies, Music has been my catalyst for lifelong learning. Thirty five years of continuous service to State Education has allowed me to share a diverse range of musical experiences with students of all levels of expertise, which continue past the school years in to wider community through consistent links with community-based Arts organisations.

Through my involvement with performing groups, both in the School context and in the wider community, I contact people from all walks of life who share the common joy of music making which transcends potential barriers of language, background, socio-economic circumstances and age, with a sense of belonging and connectedness.

I share the International Baccalaureate Organisation's goal to provide students with the values and opportunities that enable them to develop sound judgement, make wise choices, and respect others in the global community through effective curriculum delivery, fostering artistic and cultural wellbeing, while exploring new musical possibilities.

Mark Turpin

Positive image for teachers

Mr Mark Turpin commits to professional practice through critical reflection whereby strategies for enhancing his professional practice are identified, assessed and incorporated into his teaching and learning practices. He is:

- the Music teacher,
- coordinates the school Instrumental Music Programme with visiting Instrumental Music teachers,
- the CAS (Creativity, Action and Service – core component of the International Baccalaureate Diploma Programme) Coordinator,
- a TOK (Theory of Knowledge) teacher, and
- a Mentor Learning Group (pastoral care) teacher.

To this end he has sought out and undertaken various professional development opportunities to ensure currency with research and teaching methodology as a practising teacher. Mark has completed professional development not only through IB Diploma training in his specialist area of Music but ensures ongoing professional currency through moderation and tutorials with other IB Music teachers locally and internationally. Consequently, he has refined the Music programme and expanded and enriched the online learning opportunities for his students. He completed a 3 day TOK level 2 workshop which resulted in a reflective discussion with colleagues and whole school TOK programme adjustment to meet new syllabus requirements. As **CAS Coordinator**, he is responsible for monitoring completion of reflective evidence in relation to eight CAS learning outcomes of 280 students. He is constantly reviewing the programme and student achievements to support successful student completion of a compulsory component of the IB Diploma. Mark commits to professional development pertaining to working with gifted and talented students and developing differentiation strategies to address the learning styles of his students. His achievement of his **Digital Pedagogical licence** has ensured that his IT pedagogical practices are current and enrich the Music programme. He uses school and IB data to inform his program planning, delivery and assessment.

An outstanding role model for students

Mark brings the Arts to life at QAHS. He has shown his commitment to providing extensive learning opportunities for his students and the broader school community. Mark demonstrates his passion for Music through his engagement in the broader Arts community which enriches Music and musical opportunities at QAHS, such as engaging visiting world-class musicians for student workshops. He has been engaged in the preparation of students for many musical events both within the school communities and the broader community. He has undertaken musicals, music for innumerable school events (art exhibitions, academic awards evenings, information and open days, leadership events, ANZAC day, and graduation), provided extension activities for music students through coordinating Music camps, eisteddfods and many musical events in the wider community. As **Conductor of the Gold Coast Philharmonic Orchestra** for the past 15 years, he has staged some of the Orchestra's community recitals in the Lecture Theatre of QAHS for the enjoyment of the school and broader community. The **QAHS Soirees** provide opportunities for students to perform to a broader audience and strengthen community relationships as well as supporting the social development of young people through building confidence and self-esteem. He is always professional in his relationships with students, colleagues, parents and the wider community as evidenced at parent-teacher nights, student interviews, interaction with colleagues and his engagement in the local arts community where he has received many awards for his commitment to the arts. He is a supportive pastoral care teacher and CAS coordinator. The students and his peers hold him in great esteem. His colleagues and students enjoy a vibrant repartee with Mark as an active listener with a great sense of humour.

Excellent classroom teaching practice

Mark Turpin is an excellent teacher who embraces innovation. He explicitly models the Gradual Release of Responsibility pedagogical framework employed by QAHS. He engages students through a broad range of activities to optimise the learning for his students in a safe and supportive learning environment whilst catering for individual learning differences of gifted and talented students. This is evidenced in his TOK lessons where he provides learning experiences in which students examine topics to challenge student thinking and to stimulate student discussion. Mark has established a learning environment where ideas and opinions are valued and students are encouraged to express ideas, ask questions and exchange and challenge points of view. Using his wider school connections Mark constructs relevant learning experiences that connect with the world beyond school such as engaging visiting world-class musicians for student workshops. He structures innovative learning experiences not only for his music students but also for the broader QAHS community through the Soirees held each term which enrich the artistic climate of the whole community.

Success in School and beyond

Mark's extensive professional and community involvement in Musical Theatre and Orchestra (Conductor Gold Coast Philharmonic Orchestra since 2000; Musical Director Gold Coast Arts Centre Production "Broadway in Concert" 2007; Conductor Twelfth Night Theatre Production "Carousel" 2007; Oboist for various productions for the Gold Coast Philharmonic Orchestra and Gold Coast Arts Orchestra; Musical Director of thirteen school musical productions at Oakey SHS and Coombabah SHS 1980-2008) brings working musical industry knowledge and skill to his role as Music Coordinator at QAHS. His rich understanding of performance and showmanship supports students to take centre stage and 'step up' in their performance work at Assemblies and other Academy key events. He encourages a diverse range of students' and colleagues' musical talents to be put on show, extending beyond the students studying Music as part of their IB Diploma to all students desiring to pursue their musical interest. Consequently, the campus enjoys a wealth of classical and contemporary, instrumental and vocal musical performance from the formal settings of Academy events to the lunch time student and staff performances in the Refectory.

In summary

Mark Turpin operates as an outstanding 'one man band' of the QAHS Music Faculty as the only full-time member of staff teaching the IBDP Music Program and coordinating the Instrumental Music Program with visiting teachers. In his 35th year of teaching, Mark's broad teaching experience in country Queensland and Gold Coast schools, combined with an enviable resume of music industry experience, bring integrity to his role as Music Coordinator in a selective school of academically-driven bright minds. Students are supported to innovate and risk-take in a culture of creativity. Without exception, Mark's coordination of the many and diverse ensemble and orchestra groups delivers exceptional performances at Academy key events.

