Comparative Analysis of Music Education Systems in New Zealand, Hong Kong and the UK

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Abstract: This paper aims to compare and analyze the music education systems in New Zealand, Hong Kong and the United Kingdom. First, in New Zealand, Hong Kong and the UK in education policies and regulations, curriculum structure and content, training and certification bodies, education resources and facilities, teacher training and professional development five aspects, and then to New Zealand, Hong Kong and the UK in education policies and regulations, curriculum structure and content, training and certification institutions, education resources and facilities, and further understand the similarities and differences, for music education in other countries.

1 Introduction
Music education has different systems and methods in different countries and regions. In New Zealand, Hong Kong and the United Kingdom, music education occupies an important position, and each has unique characteristics. This paper will compare and analyze the music education systems in these three regions to explore their similarities and differences in cultivating students' musical talents and musical literacy. By studying these different music education systems, we can better understand the importance of music education in each region and their influence on students' music development.

2 The New Zealand Music education system

2.1 Education policies and regulations
In New Zealand, music education is an integral part of the education system. The government ensures its quality and popularity through policies and regulations. They emphasize equal opportunities for all students to receive music education, encouraging schools to provide comprehensive and balanced programs. Interdisciplinary teaching and community collaboration are promoted, with partnerships between schools and local music groups, arts agencies, and communities[1]. Music education covers vocal music, instrument performance, theory, and creation, fostering students' musical skills, creativity, and appreciation.

2.2 Course structure and content
The music education curriculum in New Zealand focuses on developing students' musical skills, creativity, and performance abilities. It covers vocal music, instrument performance, music theory, and appreciation. Students learn skills in breathing, voice control, and singing expression in vocal music. They also learn choral and group performance skills. In instrument performance, students can choose from a variety of instruments and improve their playing skills through individual or group performances. Music theory teaches students the basics of music, including notes, rhythm, and reading sheet music. Students also learn about different musical styles and genres, developing their aesthetic appreciation. They are encouraged to participate in music creation and performance activities, showcasing their talents at school or community events.

2.3 Training and certification bodies
In New Zealand, there are many dedicated music education institutions offering training and certification courses. These institutions are dedicated to training music education teachers and providing professional music education training[2]. Among them, the New Zealand Music Teachers Association is an important institution that provides professional training and certification of music education teachers. The association provides relevant training courses for individuals interested in doing music education, including music teaching methods, curriculum design and evaluation. Teachers who participate and pass the association will be recognized by music education teachers and improve their professional level and competitiveness in the field of music education.[3] In addition, there are some private
music colleges and art schools that also offer music education courses. These institutions often have professional faculty and advanced facilities that provide professional training for individuals interested in pursuing music education. Students can learn knowledge and skills in musical theory, musical instrument playing and vocal music, and work in these institutions to improve their performance ability through practical activities.

2.4 Educational resources and facilities

In New Zealand, music education has been widely supported and valued, providing students with a rich variety of opportunities for music learning. The music classroom is an important learning environment, and the school is equipped with professional facilities, such as piano, musical instrument and recording equipment.[4] These facilities provide a place for students to study and practice, and ensure the quality of music education. In addition to the facilities within the school, the school actively works with the community to establish close ties with local music groups and institutions. This partnership provides students with a broader opportunity for music learning. Students can visit music performances, participate in music competitions and activities, and interact with professional musicians to improve their musical literacy and skills. In order to promote the development and promotion of music education resources, the government has also provided financial support and sponsorship. They invested in the purchase of musical instruments, sound equipment and music materials, ensuring that the school has enough resources to support music education. In addition, the government encourages schools to apply for subsidies and sponsorship related to music education to further improve the quality and quantity of music education resources.

2.5 Teacher training and professional development

New Zealand values the training and professional development of music teachers. Teachers need to have the relevant music education background and qualifications, such as the music degree and education certificate. They also need to pass the certification examinations to qualify for teaching. In addition to their basic educational background and certification requirements, teachers also need to constantly attend professional development courses and seminars to update their teaching ideas and skills. These professional development activities can help teachers understand the latest music education theory and practice, and provide opportunities for communication and cooperation. The government also provides various support measures to promote the career development of music teachers and improve the level of teaching. For example, they have set up special funds to fund faculty participation in professional development courses and research projects. The government also encourages schools and educational institutions to work with the Music Teachers Association to provide more teacher training resources and support.

3 The Hong Kong music education system

3.1 Education policies and regulations

The Hong Kong SAR government emphasizes music education and promotes its development through policies and regulations. They encourage schools to offer diverse music courses and activities. The government supports music education by providing training and support for music teachers to improve their professionalism. They also promote collaboration between schools and music teacher associations. Education regulations define objectives, teaching content, and evaluation criteria for music education, ensuring consistency and quality. The government provides guidance documents to help schools and teachers design and evaluate their teaching.

3.2 Course structure and content

The curriculum structure of music education courses in Hong Kong includes pre-school, primary and secondary schools. The course content covers music theory, musical instrument performance, vocal music, chorus, music appreciation and other aspects. Students will develop musical skills, performance skills and creativity through different courses and activities[5]. Schools usually set up musical groups, such as choir, orchestra, etc., to provide students with the opportunity to participate in performances. In addition, Hong Kong also has a music grading system, among which the Hong Kong Examination Authority and the Royal Conservatory of Music (ABRSM) are the most common grading institutions. Students can choose to take these tests and earn corresponding certificates and honors by completing a series of theoretical and performance exams.

3.3 Training and certification bodies

There are multiple music training and certification bodies, including the Hong Kong Examinations Authority and ABRSM. The Hong Kong Examination Authority offers different levels of music examinations, including music theory and performance. ABRSM is an internationally recognized music grading institution that provides music grading services worldwide. In addition, there are also private music schools and music groups that provide professional training and performance opportunities for students. These institutions are usually composed of experienced music teachers and professional musicians, dedicated to developing students' musical talent and artistic accomplishment.

3.4 Educational resources and facilities

Hong Kong is rich in music education resources, and the school is equipped with professional facilities such as
music classrooms, practice rooms and Musical Instruments. Music classrooms are usually equipped with pianos, musical instruments and sound equipment to support students' learning and practice[6]. In addition, there are many music performance venues and music halls in Hong Kong, such as concert halls and theatres, which provide opportunities for students to show their talents and hold various music activities and performances. The government has also invested money in purchasing resources such as musical instruments, sound equipment and music textbooks to ensure that schools have a good environment for music education and facilities.

3.5 Teacher training and professional development

Hong Kong attaches great importance to the training and professional development of music teachers. Music teachers usually need to have the relevant background of music degree and education certificate, and take the teacher certification examination. In addition, the Hong Kong Education Bureau and music training institutions offer various forms of professional development courses and workshops to help music teachers update their teaching ideas and skills. Teachers can participate in these training activities to constantly improve their educational level and professional quality. In addition, some internationally recognized music education institutions, such as ABRSM, also offer training courses and certification specifically for music teachers. These training courses are designed to help music teachers master the latest teaching methods and skills, deepen their understanding of music education, and obtain the corresponding educator certification.

4 The British music education system

4.1 Education policies and regulations

The UK music education system was managed by the UK government and local district governments until 2022. Education policies and regulations have a unified framework across the country, but they are also influenced by the respective educational governing bodies in England, Scotland, Wales and Northern Ireland. Education policies emphasize the importance of music education in schools, and encourage schools to provide comprehensive music education, including music courses and music activities. The government also supports schools in working with music groups and institutions to provide more music learning and performance opportunities for students. In addition, financial support and awards are provided to encourage schools to conduct music education programs and activities.

4.2 Course structure and content

The music education curriculum in the UK is very diverse, including music appreciation, music performance, music theory, music technology and music creation. The curriculum structure and content may vary in different regions and schools, but both focus on cultivating students' musical ability and musical creativity. Students will learn the basic knowledge of music, musical instrument skills, score reading and music analysis. In addition, students can choose to participate in musical activities such as choir, bands and musicals to develop teamwork and acting skills.

4.3 Training and certification bodies

There are many specialized music training and certification bodies in the UK, such as ABRSM (Royal College of Music), TRINITY COLLEGE LONDON and Rokkschool[7]. These institutions provide music grading tests, certificates and diplomas that assess students' musical ability and level. Students can take the exam and obtain a formal music education certification. In addition, there are several music schools and music colleges that offer higher music education programs and degrees to provide deeper learning and training for students interested in a music major.

4.4 Educational resources and facilities

The British music education resources and facilities are quite abundant. Schools are usually equipped with music classrooms, musical instruments, choirs and bands, which provide a good environment for students to learn music. In addition, there are numerous music performance venues, concert halls and music libraries in the UK to provide opportunities for students to practice and perform. The government has also invested in the construction and maintenance of music education resources and facilities, providing digital teaching resources and online learning platforms, to provide more learning resources for students.

4.5 Teacher training and professional development

Music teacher training and professional development in the UK. Teachers usually need to have the relevant music education background and qualifications, such as the music degree and the teacher certificate. The British Music Education Association is a professional organisation providing training and professional development opportunities for music teachers such as seminars, training courses and professional exchange activities. In addition, music teachers can also apply for a variety of certifications and awards to improve their teaching level and professionalism[8]. The government also encourages music teachers to participate in educational research and innovative practice, and constantly update their own teaching ideas and teaching methods.
5 Comparison and analysis of music education systems in New Zealand, Hong Kong and the UK

5.1 Similarities and differences in educational policies and regulations

New Zealand: Music education in New Zealand is supported by the government, and its educational policy encourages the promotion of music education in schools and communities. New Zealand music education policies focus on inclusive and multicultural and encourage students to respect various forms of music.

Hong Kong: Hong Kong's music education policies are formulated by the Government of the Hong Kong Special Administrative Region, including the regulations and guidelines for music education. Hong Kong emphasizes the importance of music education and encourages schools to provide music education.

UK: The UK has clear policies and national standards for music education, including a national curriculum, to ensure the consistency of music education across the country. The UK government supports music education programs such as music schools and music associations to improve the quality of music education.

5.2 The similarities and differences in the course structure and content

New Zealand: Music education in New Zealand usually includes music history, performance and creation. New Zealand emphasizes students' creativity and expressiveness and encourages students to express themselves freely.

Hong Kong: Music education in Hong Kong focuses on music theory, skills and music performance. Music courses in Hong Kong are usually more structured and focus on the cultivation of students' musical skills.

UK: British music education includes music theory, playing, writing and musical skills[9]. Students are encouraged to participate in music exams such as the ABRSM exam to improve their musical skills.

5.3 The similarities and differences between training and certification bodies

New Zealand: There are some music schools and universities in New Zealand that offer music education courses. New Zealand music education is also available at community music schools and at private music teachers.

Hong Kong: There are music schools and music associations in Hong Kong that provide music courses and examinations. Students can qualify for music through international certifications such as taking the ABRSM exam.

UK: Britain has some world-famous music schools, such as the Birmingham College of Music and the Royal College of Music. Students can be certified in music education by taking the ABRSM exam and obtaining a music degree.

5.4 Similarities and differences in educational resources and facilities

New Zealand: New Zealand's music education resources vary by geographical location, and urban areas often have more music schools and facilities. Students have access to learning resources for a variety of different musical instruments.

Hong Kong: Hong Kong has a modern music school and concert hall to provide a good learning environment for students. Students can borrow music equipment and facilities to support their music education[10].

UK: Music schools and conservatories in the UK have excellent music facilities and resources, including concert halls and recording studios. Students can access high-quality musical instruments and equipment to support their music learning.

5.5 Similarities and differences in teacher training and professional development

New Zealand: Music teachers in New Zealand need to obtain an education degree and receive specialized music education training. Teachers can improve their music education skills through continuous professional development activities.

Hong Kong: Music teachers in Hong Kong need to obtain professional qualifications in music education, such as the ABRSM Music Teacher Certificate. Teachers can attend training sessions and workshops to improve their music education skills.

UK: Music teachers in the UK usually need to have a degree in music and education. Teachers can continuously improve their music education by participating in professional development programs and research.

6 Conclusion

Through the comparison and analysis of the music education systems in New Zealand, Hong Kong and the UK, we can see the differences and common points in music education in different regions. Each region has its own unique methods and ideas of music education, but their common goal is to cultivate students' love and talent for music[11]. Whether emphasizing the cultivation of music skills or emphasizing the development of music literacy, music education plays an important role in the overall development of students. Through music education, students can develop confidence, creativity and expression skills, while also being able to appreciate and understand different types of music. Therefore, music education should get more attention and support to provide a broader stage for the comprehensive development of students.
Reference


