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영국, 호주, 뉴질랜드의 음악교사 양성제도 비교 연구

A Study on the Training System of Music Teachers in England, Australia and New Zealand

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초록 본 연구의 목적은 영국, 호주, 뉴질랜드의 음악교사 양성과정과 교사 자격제도를 조사하는데 있다. 이를 위하여 각 나라의 교육 시스템, 교사 교육 체제, 음악 교사 교육 과정, 교사 자격 취득 제도에 관한 문헌 연구를 실시하였다. 연구결과 호주와 뉴질랜드의 음악교사 양성과정과 교사 자격제도는 영국 식민지 기간 동안 형성된 영국 교육체계에 기반을 두어 운영되고 있다. 세 나라의 음악 교사 양성 제도는 학위 과정에서 음악전공 분야와 교직과정을 함께 이수하거나, 음악전공 학위과정 이후 교직과정을 이수하여 음악교사가 되는 시스템으로 운영되고 있다. 음악교사 임용은 국가 단위의 자격 기준을 수료한 후 지역 특성에 따라 교사를 선발하고 있다.

주제어: 음악교사, 음악교사교육, 영국 음악교사 양성 제도, 호주 음악교사 양성 제도, 뉴질랜드 음악교사 양성 제도

Abstract The purpose of this study is to research the characteristics of music teacher training courses and teacher qualification systems in England, Australia and New Zealand. To this end, a literature study was conducted on the education system of each country, teacher education system, music teacher curriculum, and teacher qualification system. This study found that music teacher training courses and teacher qualifications in Australia and New Zealand are based on the England education system formed during the England colonial period. The three countries' music teacher training system is operated as a system that completes both the music major and teaching course in the course of a degree, or after the course of a music major, and becomes a music teacher. The appointments of music teachers are carried out differently depending on the characteristics of the region after completing the qualification criteria at the national level.

Key words: music teacher, music teacher education, England music teacher training system, Australia music teacher training system, New Zealand music teacher training system

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Ⅰ. Introduction

There are various factors that measure the quality of school education, and teachers and students are two of the most important factors. When public education was first established in Europe, students needed teachers in order to learn. As public education emerged and demands for teachers went up, teacher education was developed and offered to equip teachers for quality education. In modern education, teachers not only teach knowledge to learners, but also serve many vital roles in the classroom. Teacher education is a systematic education training program for teachers and is offered in various countries. Teacher training courses and programs train educators who are higher level professionals and cultivate the knowledge and qualities necessary for them to teach in schools. Furthermore, programs also offer graduate teacher education programs (the graduate school of master's and education) that focuses on field work (student-teaching) and will enhance professionalism and quality of teaching.

On top of high quality instruction and teaching, a teacher’s role is to promote a talent-building learning environment for students. The "4 Cs", which are critical thinking, communication, creativity, and collaboration, are four specific skills that are crucial for preparing students to succeed in the 21th century. Teaching methods and classroom activities are shifting, and more educators are currently moving from teacher -to student- centered learning. Moreover, it is crucial for teachers to promote creativity and creative learning in the classroom by embracing creativity as part of learning and intentionally design lessons and activities that allow students to explore their creativity. It is essential that teachers have a range of creative knowledge, perspectives, and skills(Kim & Cho, 2019).

Different countries around the world are working diligently to develop a teacher selection system that recognizes outstanding educators with exceptional teaching skills and knowledge. In response to the changing roles of teachers in music education and schools, studies are being conducted on teacher training and teacher selection system for driving and shaping future music education. Music teacher education provides teachers opportunities, helps develop necessary competencies, beliefs, expertise and qualifications for music education in schools, and prepares teachers for national examination for appointment.

This study is focused on teacher education, academic system, and teacher selection

system in the UK, Australia, and New Zealand. The UK regards teacher education as the core and as an important part of public education. The Education Committee, which is a central educational administrative body, was established in 1839. In 1846, three major systems, which are teacher apprenticeship system, queen scholarship system, and teacher license system, were successfully established within the Teacher Training Center System. Australia and New Zealand are members of the Commonwealth of England, so their teacher education system and teacher selection systems are heavily based on the British system. Educators with a teaching license that is accredited by their home country are legally permitted to teach within these three countries. Although the UK and Australia share common history within the teacher education system, their curriculums in teacher education and teacher selection differ depending on the country, state, or region. The United Kingdom comprises of four countries: England, Wales, Scotland and Northern Ireland. Australia has six states: New South Wales, Victoria, Queensland, Western Australia, South Australia, and Tasmania and ten territories (three internal territories and seven external territories). Teacher appointments vary between islands in New Zealand: southern island and northern island.

The following outline the research procedures and methods. First, researchers will analyze data, retrospective data, previous studies related to school systems in The United Kingdom, Australia and New Zealand. Second, researchers will investigate documents from each country or state government or education office and then analyze and organize music teacher qualification requirements, teacher selection, screening, etc. The objectives of this study is to understand the curriculum, educational system, and educational period required for music teachers in this heterogeneous society as well as qualifications and education requirements to become a teacher in England, Australia, and New Zealand.

Ⅱ. Education Systems and Education Structures

1. The United Kingdom

The UK has autonomous educational systems and policies in England, Wales,

Scotland and Northern Ireland. Therefore, most of the following are to be explained by England(Lee, et. al., 2006). The United Kingdom has 6-5-2-3 school system, which consists of 6 years of elementary school and 5 years of secondary school. There is a two-year A-level or Sixth Form between secondary schools and universities, which is a three-year course. The compulsory education period is 11 years (six years in elementary school and five years in middle school) and the latter secondary education course is not mandatory, but free education is provided.

It is unique that elementary and secondary education in the England systematically sets a stage for elementary and secondary schools, operates a curriculum based on it, and conducts a national level academic achievement assessment at the completion of each stage. Elementary schools are divided into Key Stage 1 (Year 1-2), Key Stage 2 (Year 3-6), secondary schools are divided into Key Stage 3 (Year 7-9), and Key Stage 4 (Year 10-11), and Key Stage 4 is also referred to as the GCSE (General Qualification for Middle Education: General Certificate of Secondary Education). <Table 1> is a comparison of the education structure between England and Korea (Korean Education Centre UK, Retrieved Mar.12, 2020 from http://www.koreaneducentreinuk.org/).

<Table 1> The School System of England

<table>
<tr><th colspan="5">England</th></tr>
<tr><td>Age</td><td colspan="2">Grade & Grade Division in England</td><td>Key Stage</td><td>National Test</td></tr>
<tr><td>Under 5</td><td>Nursery /Reception</td><td>Kindergarten</td><td>Under Ss</td><td></td></tr>
<tr><td>5-6</td><td>Yr 1</td><td rowspan="6">Primary (6 yrs)</td><td rowspan="2">KS 1</td><td rowspan="2">English, Math</td></tr>
<tr><td>6-7</td><td>Yr 2</td></tr>
<tr><td>7-8</td><td>Yr 3</td><td rowspan="4">KS 2</td><td rowspan="4">English, Math, Science</td></tr>
<tr><td>8-9</td><td>Yr 4</td></tr>
<tr><td>9-10</td><td>Yr 5</td></tr>
<tr><td>10-11</td><td>Yr 6</td></tr>
<tr><td>11-12</td><td>Yr 7</td><td rowspan="4">Secondary (5 yrs)</td><td rowspan="4">KS 3</td><td rowspan="4">English, Math, Science</td></tr>
<tr><td>12-13</td><td>Yr 8</td></tr>
<tr><td>13-14</td><td>Yr 9</td></tr>
<tr><td>14-15</td><td>Yr 10</td></tr>
<tr><td>15-16</td><td>Yr 11</td><td rowspan="2">KS 4</td><td rowspan="2">GCSE</td></tr>
<tr><td>16-17</td><td>Yr 12</td><td rowspan="2">Further education and Sixth form college</td></tr>
<tr><td>17-18</td><td>Yr 13</td><td></td><td>A-le</td></tr>
</table>

2. Australia

In Australia, education is primarily administered by the government. There are six states (New South Wales, Victoria, Queensland, Western Australia, South Australia, and Tasmania) and ten territories (three internal territories and seven external territories). Depending on the state or territory, education is compulsory in both public or religious and/or private schools. It is essential that curriculum development follows the national curriculum guidelines in both public and private schools. English is the official language and the main language of instruction in the Australian education system. Many schools teach bilingual programs or other language programs.

1) Educational Structure

Schools in Australia across the board share similar curriculum development with slight differences in both public and private schools. Education in Australia encompasses primary and secondary education, which are followed by tertiary education. Kindergarten, which is preschool education where many Australian children have their first exposure learning with others, is not compulsory. School education (primary and secondary) is compulsory between the ages of six and sixteen (Year 1 to Year 9 or 10).

There is no distinctive middle school curriculum; therefore, students can graduate from primary school and proceed to secondary school. When students reach the prescribed age, they can choose to remain at school to either complete college preparatory courses, switch to the TAFE system, or find a career, etc. Each state or regional government in Australia offers various forms of higher education, such as vocational education, vocational training, and technical education. Tertiary educational institutions consist of universities, technical colleges, and religious private universities.

Primary and secondary education in Australia is regulated and funded by both the government and non-governmental organizations. State and territory governments and non-governmental organizations are responsible for providing and funding school education. Most students enroll in public schools, which are run by either state or local government, and the rest choose non-governmental schools. The federal government's role in schools includes providing financial assistance to government-run and non-government school authorities to support educational priorities and strategies.

Compulsory education (from the age six to 15) is enforced in all states, except Tasmania. Nevertheless, children in most states start elementary school when they reach the age of five by enrolling in pre- or kindergarten. Six or seven-year secondary education is available for five or six years depending on the state and primary education period. Students start secondary school, usually around 12 or 13 years of age, or 17 or 18 years of age. The introduction of the Australian qualifications framework (www.aqf.edu.au) has strengthened the link between education and training. It is an integrated system of 12 national qualifications in schools, vocational education and training (Technical And Further Education Colleges and private providers), and higher education (mainly universities). This framework connects all these qualifications and is a highly quality-assured national education system that promotes lifelong learning and a smooth and diverse education and training system.

<Table 2> The School System of Australia

Education	Stage	Grades	Age	Duration	Note
Primary	Elementary	1~6(7)	5~12	7~8	Including kindergarten/preschool
Secondary	Middle school	7(8)~10		3~4	10 year schooling certificate
	Highschool	11~12	~19	2	High school diploma
Occupational	AQF honours degree			2	Occupational education or training
Tertiary	Bachelor's degree			3~6	
	Honours degree			1	
	Master’s degree			1~2	
	Doctoral degree			3~4	

※ AQF is the Australian Qualifications Framework.

Educational Institutions and Credential are as follows:

a. Higher Educational Institution: University, Technical and Further Education (TAFE) College, Private Training Establishment
b. School leaving and Qualification of higher education : Junior Secondary Certificate of Education (First Cycle), Senior Secondary Certificate of Education (Second Cycle), Certificate I, II, III and IV
c. Diploma : Advanced Diploma, Bachelor Degree, Bachelor Honours Degree,

Graduate Certificate, Graduate Diploma, Master Degree, Master Honours Degree, Doctorate, Higher Doctorate.

2) Australian Qualifications Framework (AQF)

Australian Qualifications Framework (AQF), which was introduced in 1995, is a national policy that is unique to the Australian education system. AQF includes tertiary education (higher and vocational education or training) as well as School-leaving programs and Senior Secondary education qualifications. The AQF has 10 levels and links school, vocational, and university education qualifications into one national system. As long as students satisfy student visa requirements, AQF allows students to easily move from one level of study to the next or from one institution to another. It is possible to complete the qualification of AQF in a nationally accredited educational institution. All qualifications in the AQF help prepare students for both further study and for their working life. Through AQF, one can complete a national accredited educational institution.

3) Education Services for Overseas Students (ESOS)

In Australia, the Education for Foreign Students (ESOS) is designed to protect the rights of international students who are studying in Australia. The ESOS framework established responsibilities and standards that Australian education providers must meet in offering education and services for international students.

3. New Zealand

New Zealand is a multicultural country increasingly including indigenous people, earlier immigrants, new settlers of today. Accordingly, education in New Zealand provides multicultural education based on ethnic and cultural diversity. The main goal of education policy in New Zealand is equality of opportunity through education, and the ultimate goal is to develop their abilities to the fullest extent possible to foster good citizens. New Zealand education emphasizes the strict discipline in the school, but free and active self-expression and respect for the individual's aptitude to think

creatively.

The education system in New Zealand is structured primary schools, intermediate schools, secondary schools, and universities. The academic year in New Zealand generally runs from February until mid-December or late January to late November or December(Education Council, 2017). Education in New Zealand is planning and implementing major education policies in the New Zealand Council of Education(Park, 2006). New Zealand offers completely free education, free supply of textbooks and educational materials for elementary, middle and high schools, as well as free access to students' medical and health facilities until the age of 19.

<Table 3> The School System of New Zealand

Period / Age	Unit Classification
age 0 ~ 5	Early Learning
age 5 ~ 10	Primary School
age 11 ~ 12	Intermediate school
age 13 ~ 17	College/high school
age 18 ~ 19	Universities and institutes of technology or polytechnics
3 ~ 5 years	University

The curriculum of schools organizes into four semesters, but depending on the school, the curriculum operates two semesters to four semesters. Most New Zealand private middle and high schools are run by religious groups, with the foundation society running all primary and secondary schools, with some funding from the government but generally with tuition fees paid by students.

Ⅲ. Teacher Education Systems

1. The United Kingdom

In order to become a state-run public school teacher in England, it is basically possible by going through the Initial Teacher Training(ITT) and acquiring the Qualified Teacher Status(QTS). To obtain QTS, it is required to complete a

curriculum at an institution accredited by TDA(Training and Development Agency for Schools). At this time, the QTS Standard for teacher qualification is largely three: ‘Professional value and practice’, ‘knowledge and understanding’ and ‘education competency’. This ability is supported by values and knowledge covered by ‘professional value and practice’ and ‘knowledge and understanding’. In addition, they must pass tests on numeracy skills, literacy skills, and ICT skills to obtain the QTS. To obtain a Qualified Teacher's Status (QTS), the curriculum must be completed by an institution authorized by the Training and Development Agency for Schools (TDA). There are five main types of institutions and programs that provide basic teacher training courses in England <Table >].

<Table 4> Types of courses to get QTS

Program type	Course type
Undergraduate	Bachelor of Education
	Bachelor of Arts/Science with Qualified Teacher Status
Postgraduate	Postgraduate Certificate Education
	Teach First
	School Centered initial Teacher Training
Employment based	Graduate Teacher Programme
	Registered Teacher Programme
Assessment only routes	Qualified Teacher Status Only
Overseas trained teachers	Overseas Trained Teacher Programme

First of all, the university course includes the Bachelor of Education (BEd) and the BA/BSc with QTS(BA/BSc) course. Those who choose a bachelor's degree in education will receive a basic ITT(Initial Teacher Training) through this course, and if they have completed the course for three to four years(full time), they will be awarded the QTS at the same time with their bachelor's degree in education. Basically, the Bachelor of Arts and Bachelor of Science courses will take the Initial Teacher Training(ITT) course, and if they complete the course over 3 to 4 years (Full time), they will be awarded the QTS at the same time.

The first type, ‘the Postgradate Certificate of Education (PGCE)’ is basically a method for those with bachelor's qualifications or higher with a major knowledge of

teaching subjects and for those with bachelor's degrees who do not major in education to acquire the QTS. As a second type, ‘Teach First’ is a program that helps those who have completed undergraduate programs with excellent leadership and communication skills to have a better career through two years of teaching at secondary schools, and is run by an independent organization. The third type is a ‘School-Centered initial Teacher Training (SCITT)’ program. The SCITT was founded in 1994, and is designed and operated by school consortia in the same region and works with a variety of partners, including higher education institutions and local education institutions (LEAs, Kim, 2008).

Finally, there is ‘Overseas Trained Teachers Programme(OTTP)’, acquired in other countries. It is a system that grants British teaching standards to only those who have obtained QTS within the EU. For those who have obtained QTS outside the EEA (European Economic Area), they are entitled to work as temporary teachers for four years in England, especially in large cities such as London, without QTS.

2. Australia

1) University

The structure of the higher education system which is divided into two groups: universities and higher education universities has been replaced by a single "Unified National System" (UNS) and currently has seven and thirty-nine universities (including two private universities). Federally funded tertiary education institutions exist with a range of private tertiary education institutions, including seminaries and educational institutions with specialized interests in specific arts and careers. Australian undergraduate studies are organized by higher and middle level certificate courses. Most bachelor’s degree are 3 years for art and the pass degree is a 3-year course and the honor school is a 4-year course for arts in Australian universities. Honours level represents the highest level of training in an undergraduate degree at Australian universities and requires extra year of study.

(1) University level first stage: Undergraduate Studies

Australian undergraduate studies are organized by higher and middle level certificate courses. Most bachelor's degree are 3 years for art and the pass degree is a 3-year course and the honor school is a 4-year course for arts in Australian universities. Honours level represents the highest level of training in an undergraduate degree at Australian universities and requires extra year of study.

(2) University level second stage: Postgraduate Studies

Students who finished their bachelor's degree and want to attain specialist knowledge, such as music, can choose to continue their studies by enrolling in a Graduate Diploma, which can take one or two years to complete. Students with Honours can enroll in secondary education graduate school. Students who have qualified for a Bachelor's Degree (Honours) at a sufficiently high level may choose to proceed to study for the Master's Degree, which is considered the second stage of higher education. It will take one year (Pass Degree) or two years (Honours Degree) of full-time study. The overall curriculum is designed by combining of research-based activities studies, and projects. Before students can pursue their doctorate degrees in medicine and engineering, they need an sufficiently high bachelor's degree (Honours). Normally the required minimum study period is three years.

(3) University level third stage: Higher Doctorate:

Many faculty members who publish papers that have a crucial impact and contribution to their respective field will be awarded a PhD in Science (DSsc) or Humanities (DLitt).

(4) Non-university level post-secondary studies(technical/vocational type)

Vocational Education and Training (VET) is a term used in Australia to describe the sectors that prepare Australians of all ages for employment and improve the knowledge and skills in their respective workforce.

Higher vocational education and training sectors are diverse and include government funded technology and additional education (TAFE) colleges and other government agencies (accredited registered educational institutions), private registered educational institutions, and community-based registered educational institutions. The institution

offers a wide range of vocational education in trade, technology, professional and semi-professional, as well as a variety of adult education, leisure and general enrichment programs. Generally, programs that are offered lead to the Australian Qualifications Framework (AQF) Advanced Diploma, Diploma and Certificate I-IV.

(5) Early Childhood Education : Teaching Certification

Students who want to teach primary schools have to meet requirements such as earning their teaching certification. “The Early Childhood Education Certificate denotes that the teacher has met a set of standards that demonstrate understanding the best way to educate young students from 3 to 8 years of age”. Some programs offer pre-kindergarten to third grade certification and pre-kindergarten through eighth grade. Other certifications that are offered are urban programs in pre-k to grade 3 that puts emphasis on urban schools and prepares teachers to teach in those school environments. These programs take 4 years to complete and will provide soon-to-be teachers with their certifications to teach in schools. These programs provide field experience in various types of classrooms.

3. New Zealand

New Zealand requests qualified, dynamic, and enthusiastic teachers who can enjoy working with diverse young people. TeachNZ (Ministry of Education in New Zealand) provides a number of scholarships for people wishing to qualify as a teacher in New Zealand. New Zealand's teacher training courses are largely divided into early childhood education, primary education, secondary education, Maori immersion education, and Pasifika Education. The Initial Teacher Education Programs (ITE), which allow teachers to become teachers, are being implemented in a total of 25 institutions under 80 qualifications. There is a lot of tracks to become a teacher in New Zealand up to what student choose to learn online or on-campus, full-time or part-time. All of the pre-service teachers are required to complete an ITE. The ITE program is divided into various classes, such as early childhood education (0-5 years), Māori immersion, primary (school years 0-8), or secondary (school years 7-13 or 9-13).

ITE programs of study is a teaching qualification at level 7 on the New Zealand Qualifications Authority (NZQA) Register of Quality Assured Qualifications. Through

this qualification, the initial teacher can teach in New Zealand early childhood education centers, schools (primary, intermediate, and secondary) or Kura (Māori medium or immersion) (NZQA, https://www.nzqa.govt.nz). The student who wants to be a teacher as a prospective teacher chooses a range of ITE approved programs. The ITE program helps students preparing for their teaching job with understanding curriculum, learning pedagogies, teaching practice, and cultural studies. The ITE programs are categorized into a number of strands which place the essentials of teacher knowledge in the program (Teaching Council, https://teachingcouncil.nz).

To become a teacher in New Zealand, students complete one of the degree courses as follows. If students want to be middle school teachers, they have to major in a subject to need expertise. If students have a general bachelor's degree other than education, they must complete a master's or master's degree in education.

<Table 5> Degrees to Become Teachers

Elementary School Teachers	Middle and High School Teachers
Bachelor of Education (Teaching) Bachelor of Teaching (Primary or Māori Medium) Bachelor of Teaching and Learning (Primary)	Bachelor of Education (Teaching) Bachelor of Teaching (secondary or Māori Medium) Bachelor of Teaching and Learning (secondary)
	+
	a specialist subject degree followed by a one-year a Bachelor of Teaching conjoint degree (a combination of teaching and specialist subjects).

Ⅳ. Music Teacher Education Systems

1. The United Kingdom

According to the Music Education Network report (http://menet.mdw.ac.at), there are few expert courses in England to foster primary school teachers. The majority of elementary school teachers earn general elementary school teacher status through four-year primary school teacher education courses, but most of these courses offer little or no music curriculum(So, 2011). The university, presented fellow, focuses on

music in the four-year undergraduate course, to foster primary school teachers(Music Education Network, Retrieved Mar.12, 2020 from http://menet.mdw.ac.at/): University of Plymouth, Birmingham City University, University of Reading, Canterbury Christ Church University, Music Education course.

England, on the other hand, has been developing a program for the university-based teacher training program, which immediately leads to the graduate school of education after completing undergraduate programs since 2006. During this program, secondary music teacher curricula are awarded certificates as non-academic courses after getting a bachelor's degree, or there are master's degrees, all of which are called Postgraduate Certificate in Education (PGCE). Recently, the lack of music teachers is prominent, and the government is increasing the training subsidy for music teacher trainees.

In England there are 36 graduate courses (PGCE) as educational institutions for training music teachers. To become most music teachers, those who apply for PGCE choose a 3+1 curriculum that will take a one-year of teacher eduction after completing the undergraduate courses. Most of them graduated from music school or a general college majoring in music. Below presents some of the seven major music schools and music education programs offered in addition to traditional classical performances.

- Birmingham Conservatoire: Jazz, electric guitar
- Guildhall School of Music and Drama, London: Jazz, composition, electronic music
- Leeds College of Music: Jazz, music production
- The Royal Academy of Music, London
- Royal College of Music, London
- Royal Northern College of Music, Manchester: Conducting, composition, popular music
- Trinity College of Music and Drama, London: Jazz, Indian music, musical theatre

(Music Education Network, Retrieved Mar.12, 2020 from http://menet.mdw.ac.at/)

While applying conservatory is in charge of the admissions office of the Department of Music, students who wish to become music teachers can apply for undergraduate programs through the Graduate Teacher Training Registry (GTTR) to pursue a career as a music teacher after graduation from the music school. It is impossible to present a teacher training curriculum as one because there are too many English undergraduate courses to learn to become a music teacher other than the above music school.

2. Australia

Candidates to become a music teacher, specializing in music subject in Australian school, complete relevant tertiary degree: Bachelor of Education (Primary) or Bachelor of Education (Secondary), and the course has Initial Teacher Education (ITE) approval. If someone who alternatively complete a Bachelor of Arts (Performing Arts), he/she need to enroll a Master of Teaching (Primary or Secondary). And also they usually need to complete Australian Music Examination Board (AMEB) qualifications.

There are many education centers, including universities, in every states. Even though each centers provide different curriculum, the core content is not much different. The Master of Music (Performance Teaching) of Melbourn university prepares students to become a performer-teacher in music education.

- Music performance
- Music performance research
- Conducting
- music education methods
- Specialist electives : Teaching Aural Musicianship, Applied Physiology for Musicians, Piano Pedagogy and Piano Repertoire.

To become a school music teacher, students study school-based instrumental/vocal teaching using individual or group instruction and specific focus on conducting and orchestration. And students have the opportunity to participate in second instrument studies and ensemble participation throughout the degree. In addition to students develop a personalized awareness of pedagogy specific to performance teaching.

The important component of the program is professional practice in a variety of settings including community organizations, schools, various music methods classes. This course is for practicing musicians who are looking to broaden their career opportunities to include evidence-based teaching.

3. New Zealand

The Initial Teacher Education (ITE) programs enable students to become qualified

teachers in early childhood, primary, or secondary education. In New Zealand, music teachers will be eligible to apply for a one-year education course at the university after majoring in music at the college of music, or after completing a master's degree in education. Bachelor of teaching in primary education and secondary education should have a minimum of 23 weeks of teaching experience in a range of settings. Master of primary education and secondary education also should have a minimum of 14 weeks in schools under the guidance of a mentor teacher.

In the case of the University of Otago in New Zealand, which has excellent pedagogy in New Zealand, students first need to get a total of 360 credits in the music field of major to become a music teacher. Each course consists of classes of 100, 200, and 300 levels, and each course is composed of credits for completion. After majoring in music, students have to complete 400 classes at the college of education with a total of 180 credits. And then they have to complete 18 months of research in areas of interest. Students choose between curriculum, digital technology, early childhood education, leadership, and teacher education.

Teaching and learning curriculum of music for primary education at the University of Otago is planed by the in the arts in the New Zealand curriculum. Students learn to teach pedagogies, methodologies, and other resources for effective music education through theory and practical experiences. They take 18 credits of music classes in singing, instrumental playing creating, listening, applied music theory and language, music and technology, observation and reflection, and current resources. Master of teaching and learning is an intensive one-year program for people who have already graduated with a university degree or approved equivalent. Students take six compulsory papers addressing pedagogy, curriculum studies, evidence-based inquiry, and diversity and inclusion and spend a minimum of 14 weeks in schools under the guidance of a mentor teacher.

For secondary education, students study a range of subjects from Years 7 to 13 and select a minimum of two and a maximum of four subjects. All Pre-requisites for secondary music education learning are as shown in the table below.

<Table 6> Pre-requisites for secondary music education of the University of Otago

Subject	Pre-requisites
Music	One 300-level Music paper supported by a body of 100- and 200-level papers, Grade VII Theory and Grade VIII Performance (Royal Schools of Music or Trinity College, London), or approved equivalent required. Keyboard skills are desirable.

V. Recruitment Systems for Music Teachers

1. The United Kingdom

As a gateway to becoming a teacher, the graduation and evaluation of universities vary depending on the completion of required and optional subjects depending on the nature of the curriculum prescribed for each university's educational institution. In order to enter the Graduate School(PGCE) after graduating from undergraduate school, students must obtain a bachelor's degree in music, but they can be admitted if they can show outstanding music performance skills even if they have a degree other than music.

Student selection process varies from school to school, but interviews to evaluate applicants' suitability for teaching are commonly included. Another requirement before entering the school is that all pre-service teachers must pass the national exam in English, mathematics and ICT, regardless of the subject they are teaching.

The test, which is conducted online, will be conducted at special centers across the country and must be applied at a time that is personally available within the training period to pass it.

By completing the credits required by the PGCE and at the end of the certification process, trainees must demonstrate that they have achieved the Qualification Teacher Status (QTS). This evaluation continues throughout the process. Subject mentors evaluate the practical training of trainees in close cooperation with university professors, who are fully responsible for assigning and evaluating the appropriate tasks for them to acquire teacher certificates. Students should carry out the task of applying the learned theory to actual work, which is also an opportunity to educate on research

methods and conduct small empirical studies. The requirements and assessment tools of the task vary from school to school. Some schools include oral and essay presentations, which students can choose from.

One of the criteria for teacher qualification is that students should ‘check their priorities for early professional development in an inductive context’. Therefore, all students fill out their own areas of merit and areas where additional complementing should be made in their career and development profiles(forms produced by the government), which represent a starting point for the continued professional development of teaching life that is sent to the first school. Even as a full-time teacher, in order to prove competency for promotion, you must continually maintain and improve your competency specified in your career and development profile.

2. Australia

There are some differences for each states however to be a music teacher in Australia, it is required qualification same as teachers of other subject. Candidates for teahcers teaching qualification for specialized area from a four year Bachelor of Education or a minimum of a three year degree. Any post-graduate initial teacher education course must be qualified at Australian Qualifications Framework Level 8. All teachers are required to register the TRBWA (Teacher Registration Board of Western Austrlia in Western Austrlia.

<Table 7> Teacher Registration of Western Australia

	residence	**foreigner**
education	four-year tertiary qualification with one year specializing in education	
practice		
qualification	accredited initial teacher education (ITE) program or a qualification that the Board recognises as equivalent.	
register office	Teacher Registration Board of Western Australia (TRBWA)	
check	criminal record check within the past 12 months and a working with children card.	
		need working visa

https://www.smartteachers.co.uk/news/how-register-teacher-australia

The registration offices of other states are ACT Teacher Quality Institute (TQI), NSW Education Standards Authority, Teacher Registration Board of the Northern Territory, Queensland College of Teachers (QCT), Tasmanian Teachers Registration Board, and Victoria Institute of Teaching (VIT). The students-teaching course is not required for all states.

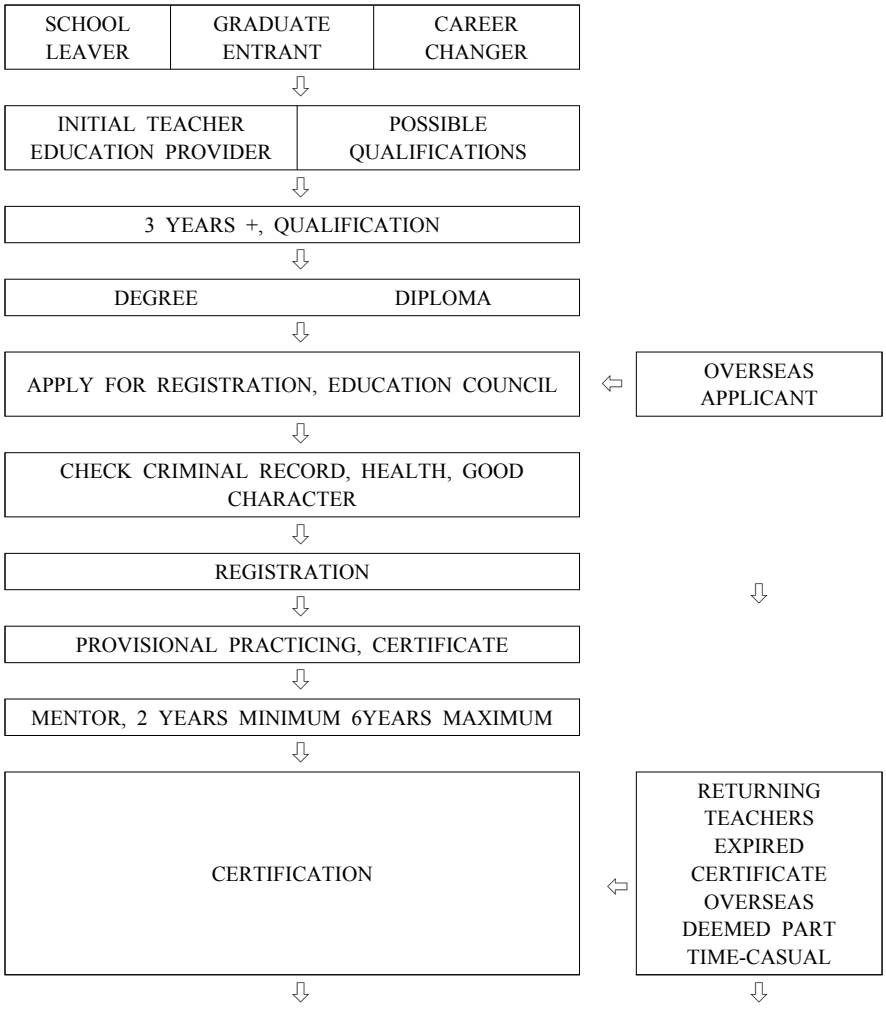
<table>
<tr><td colspan="2">Required Education, Qualification, & skills</td></tr>
<tr><td colspan="2">⇩</td></tr>
<tr><td colspan="2">1 ~ 2 years of teaching experience</td></tr>
<tr><td colspan="2">⇩</td></tr>
<tr><td colspan="2">Apply for registration</td></tr>
<tr><td>Austria</td><td>OVERSEAS APPLICANT</td></tr>
<tr><td>Teacher’s Board of Australia</td><td>Application for Assessment of Qualifications on the Teacher's Registration Board of Australia</td></tr>
<tr><td colspan="2">⇩</td></tr>
<tr><td colspan="2">Check Criminal History
Australian & Overseas</td></tr>
<tr><td colspan="2">⇩</td></tr>
<tr><td colspan="2">Registration</td></tr>
<tr><td colspan="2">⇩</td></tr>
<tr><td colspan="2">Apply for teaching job</td></tr>
<tr><td colspan="2">⇩</td></tr>
<tr><td colspan="2">Teaching in School</td></tr>
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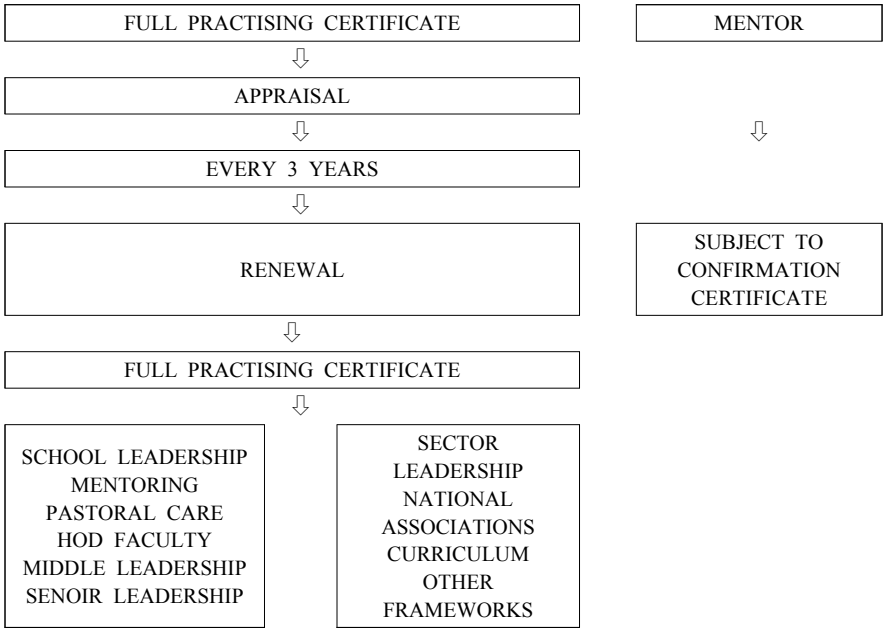
[Figure 1] Teacher Qualification Course in Australia

3. New Zealand

The recruitment process of music teachers in New Zealand is the same as for other subject teachers. All teaching qualifications in New Zealand judge according to a quality approval process. The process is approved by NZQA and the Teaching Council to ensure that graduates are eligible to apply for registration. The qualification for

music teachers is vary depending on initial teachers' previous study and full-time or part-time study in ITE. To qualify as an early childhood education or primary teacher generally takes a full-time study of three years, and a secondary teacher takes a full-time study of four years. A graduate diploma of teaching, postgraduate diploma in teaching and learning, and a master of teaching and learning take one or two years of studies depending on undergraduate degrees in ITE programs. The following table shows the recruitment process for teachers in New Zealand presented in New Zealand Teaching Council.





[Figure 2] Teacher Qualification Course in New Zealand

Teaching Council in New Zealand supports initial teachers to find teaching positions through the website of Education Gazette Online. The New Zealand Ministry of Education runs an agency called Oasis as an authorized teacher recruitment agency, which serves to help New Zealand's domestic and overseas teachers. Oasis also provides support and follow-up care to teachers employed in schools, contributing to the development of New Zealand education and international relations. Oasis services to registered teachers like relief and part-time placements, long-term and permanent placements, information, and help on finding opportunities overseas, advice, and assistance for new teachers to contribute to the future of education.

Ⅵ. Conclusions and Implications

Music education has unlimited possibilities to make every challenge and development of our society in the future. To find it, this research is designed as a study on the teacher training system of England, Austria, New Zealand. It examined the basic

education system, teacher training system, music teacher curriculum, and music teacher training system in each of the three countries to compare and analyze the characteristics of the three countries.

The United Kingdom, Australia, and New Zealand commonly set a total of 11 to 12 years of primary and secondary education as compulsory education periods. The music teacher training system in Australia and New Zealand has been developed based on the British teacher training system. Australia was independent of British colonial history from 1788 to 1901 and New Zealand from 1840 to 1907 as a British federal state, with a system to train teachers under the British education system. The terms referring to each part of the teacher system used in Britain, Australia, and New Zealand are used in different countries, but the teacher training systems of three countries are operated in common in two systems, separating primary and secondary schools. First, to become a teacher, there is a way to obtain teacher qualification after completing three to four years of educational or general studies. Second, after acquiring a bachelor's degree in the general field, one more year of teaching-education courses can qualify as a teacher.

While the U.K. is vulnerable to the lack of expert courses to foster elementary school music teachers, the undergraduate and post-degree education certification courses (PGCE) are operated in a flexible manner to provide various ways to become middle & high school music teachers. In order to enter the Graduate School (PGCE) after graduating from undergraduate school, students must obtain a bachelor's degree in music. However, it has a flexible system that opens their way as a music teacher if they can show outstanding music performance skills even if they have obtained other degrees besides music. At this time, the ability to become a music teacher requires not only musical expertise, but also personality and aptitude suitable as a teacher, but also basic learning skills to the extent that students have to pass national exams in English, math and ICT subjects.

Acquiring a teaching position in the U.K. means a new starting point. This is because even if you become a regular teacher, you must constantly strive to develop your own capabilities in order to prove your ability to be promoted. The big difference from the teacher training system in other countries is that teachers' status can be maintained only when their abilities are continuously maintained and improved based on the individual's career and development profile evaluated among teachers' education courses to acquire the teacher's qualification status.

Both private and public schools share similar curriculum with slight differences in Australia. Education system in Australia consists as kindergarten(non-compulsory), primary and secondary education which is compulsory, and tertiary education. Institutions of Tertiary education are universities, technical colleges, and religious private universities. Most bachelor's degree are 3 years for art and the pass degree is a 3-year course and the honor school is a 4-year course for arts in Australian universities. Candidates to become a music teacher, specializing in music subject in Australian school. After the first stage of university education or sufficient study, students could continue their study to further stages: postgraduate studies(master), higher Doctorate. And each state or regional government in Australia offers various forms of higher education, such as vocational education, vocational training, and technical education.

Qualifications to be able to register as a teacher are Bachelor of Education (primary or secondary) and the course has Initial Teacher Education (ITE) approval. If someone who alternatively complete a Bachelor of Arts (Performing Arts), he/she need to enroll a Master of Teaching (Primary or Secondary). And also they usually need to complete Australian Music Examination Board (AMEB) qualifications and Teacher Registration Board of each states in Austrlia. Australian government gives opportunity to be a music teacher for foreigner and students who complete both education and qualification in Australia under the condition of criminal check for both Australian and overseas's candidates.

New Zealand is a multicultural country increasingly including indigenous people, earlier immigrants, new settlers of today. The basic goal of New Zealand's education policy is 'equality of opportunity through education' and New Zealand request qualified, dynamic, and enthusiastic music teachers who can enjoy working with diverse young people. The Initial Teacher Education (ITE) programs enable students to become qualified teachers in Early Childhood, Primary, or Secondary Education. In New Zealand, music teachers will be eligible to apply for a one-year education course at the university after majoring in music at the College of Music, or after completing a master's degree in education.

Teaching and learning curriculum of music for primary education is planed by the in the arts in the New Zealand curriculum. Students learn to teach pedagogies, methodologies, and other resources for effective music education through theory and

practical experiences. All teaching qualifications in New Zealand judge according to a quality approval process. The process is approved by NZQA and the Teaching Council to ensure that graduates are eligible to apply for registration. The qualification for music teachers is vary depending on initial teachers' previous study and full-time or part-time study in ITE. To qualify as an early childhood education or primary teacher generally takes three years' full-time study, and a secondary teacher takes four years of full-time study.

The music teacher training system in England, Australia, and New Zealand operates as a system in which prospective teachers complete a variety of music majors and education-teaching courses together in the degree process to become music teachers. Music teachers are not appointed through the qualification test of the national unit but are making efforts to select teachers suitable for their aptitude and ability by applying local autonomy and intern teacher system after completing the basic qualification criteria of the national unit. However, while such a teacher education management system can secure the musical expertise and diversity of music teachers, it can be difficult to efficiently deliver universal music curriculum education to be considered in the curriculum, which requires consideration of improvement measures.

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