

## New Zealand Aotearoa

### Snapshot

#### Area

The physical area is 268,680 sq kms, so a little smaller than Italy or Japan, and a little larger than the United Kingdom. New Zealand comprises the North and South Islands (the two main islands), and a host of smaller islands including Waiheke, Stewart and the Chatham Islands. New Zealand's wildlife includes the flightless kiwi bird. Physical features include active volcanoes, hot springs, geysers and mudpools, also the Southern Alps with fiords, glaciers and lakes. In Maori, Aotearoa means 'Land of the Long White Cloud.'

#### Population

4,305,890

#### Official Language

English, Maori and NZ sign language

#### Ethnic Groups

78% European/Other  
14.6% Maori  
9.2% Asian  
6.9% Pacific peoples

#### Median Age

36.4 (2008 estimate)

#### Children under 5

275,076 (2006)

#### Source

Statistics New Zealand  
<http://www.stats.govt.nz/default.htm>



### Karen Twyford

Music Therapist  
in Private Practice

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*"In my experience music therapy is a most integral component of the multidisciplinary team. Aside from the sheer joy and delight experienced in music therapy sessions, children also have the ability to reach their full potential and develop skills in the most motivating context. I cannot imagine our centre operating without the wonder of music therapy."*

Victoria Crone, Pediatric Physiotherapist, Coordinator, Wellington Early Intervention Trust

### Demographics

The present number of registered music therapists in New Zealand is 51. The majority of these work in part time or sessional employment. Music therapy has been practiced in New Zealand over the last 25 years and a gradual migration of overseas trained therapists has seen the population of therapists increase during this time. The commencement of the Wellington based Masters in Music Therapy course in 2004 has enabled the profession to expand considerably over the last few years. Music therapists work primarily in and around the three main cities of Wellington, Auckland and Christchurch. A small number of therapists work in more isolated locations.

One third of registered music therapists practicing in New Zealand currently work within the area of Early Intervention<sup>1</sup>. Services are provided on both a direct and consultancy basis. Therapists working exclusively with this client group work part-time or on a sessional basis. A small number of music therapists in full time employment provide services to children of varying ages.

Music therapy is provided to young children in a variety of settings. These include early intervention centers including the Wellington Early Intervention Trust, family homes, community, early childhood centers, kindergartens, and the Raukauri Music Therapy Centre in Auckland.

A number of music therapists working in Early Intervention are employed within specialist teams including government funded and independent charitable trusts. Some therapists work with children presenting with a variety of special needs. Others work for organizations focusing on specific needs such as hearing and visual impairment. Some

music therapists are self-employed, working through early childhood agencies, or directly with families. All music therapists work as part of multidisciplinary, interdisciplinary or transdisciplinary teams and contribute to children's Individual Plans where possible. Collaborative approaches at differing levels are an integral part of music therapy practice.

<sup>1</sup>Results from a recent (2008) online survey of 36 Registered Music Therapists working in New Zealand in which a 50% response rate was achieved.

### Background Information

Music Therapy New Zealand (MThNZ) is the professional body representing music therapists. Music therapists are encouraged to apply for registration with MThNZ to gain a practicing certificate. As the profession continues to establish its identity, New Zealand agencies are encouraged to employ only registered music therapists. The Ministry of Education endorses this approach and lists registered music therapists within its Specialist Services Standards (2006).

#### Sources

Ministry of Education (2006). *Specialist services standards*. Wellington: Ministry of Education

### Common Approaches

Music therapists working with young children employ both client centered and family centered approaches. Therapists are aware of the NZ health model for promoting Maori health, Whare Tapa Wha, and incorporate this where applicable. The model concentrates on the four pillars of mental, physical, spiritual and family health. Consultative approaches are necessary

where availability of music therapy resources are scarce. By using this approach, skills and knowledge are imparted to families and professionals working with young children. This ensures that skills and strategies modeled by music therapists can be continued and used in the home and other settings.

A variety of techniques are used with children in Early Intervention with a focus on improvisational models. Music therapists work with individuals and small groups. This work can include parents and/or peers. An emphasis is placed on the establishment of a therapeutic relationship and through this, identified physical, emotional, intellectual and social aims can be addressed. Music therapists use structured musical activities and free musical play/improvisation, including singing, chanting, movement and use of instruments and multi-media props.

## Prominent Publications

- Archer, C. (2004). Music therapy and early intervention: The parent-child relationship is centre stage. *New Zealand Journal of Music Therapy* 2, 35-49.
- Archer, C. (1995). Music and early intervention: A survey. *Annual Journal of the New Zealand Society for Music*, 46-54.
- Ayson, C. (2008). Child-Parent Wellbeing in a Paediatric Ward: The Role of Music Therapy in Supporting Children and Their Parents Facing the Challenge of Hospitalisation. *Voices: A World Forum for Music Therapy*. Retrieved April 5, 2009, from <http://www.voices.no/mainissues/mi40008000261.php>
- Cooper, A., Bagley, M., Bailey, A., Choi, H-C., Gang, N-H., & Molyneux, C. (2009). *The first five years: Celebrating the growth of the Raukauri Music Therapy Centre*. Poster presentation at the 6<sup>th</sup> Nordic Music Therapy Conference
- Croxson, M. (1999). *Music Therapy and Families*. *Annual Journal of the New Zealand Society for Music*, 40-49.
- Hoskyns, S. (In Press). Promoting readiness for learning in a pre-school child with features of developmental dyspraxia: Some strategies from music therapy. *Paper for Proceedings of Music 09: Modulations Music Education Conference, Christchurch July 09*.
- Hoskyns, S. (2005) Creativity in music making: Some thoughts from music therapy. *Sound Arts* 1, 3, 11-12.
- Rickson, D. J., McLaren, S. J., & Jones, L. L. (2007). "A kind of serene feeling washing over the centre": Perceptions of staff and trained observers regarding the use of background music to improve the auditory environment in an early childhood centre setting. *New Zealand Research in Early Childhood Education* 10, 81-94.
- Rickson, D. J. (2004) Angela's mother: The early years. *New Zealand Journal of Music Therapy* 2, 17-35.
- Rickson, D. (1995). Healing Families: the music therapist's role in early intervention programmes. *Annual Journal of the New Zealand Society for Music*, 26-35.
- Rickson, D. (1993). The use of music to facilitate communication with children aged 0-7 years with severe or profound congenital hearing loss. *Annual Journal of the New Zealand Society for Music*, 3-29.
- Shaw, F. (2006). *Triadic Improvisations: Developing Communication Skills*. *New Zealand Journal of Music Therapy* 4, 46-63.
- Stevenson, K. (2003). Music Therapy Assisted Communication with Children with Severe Disabilities. *New Zealand Journal of Music Therapy* 1, 82-92.
- Twyford, K. (In Print). Finding a Niche: Establishing a Role for Music Therapy within the Ministry of Education, Special Education, New Zealand. *New Zealand Journal of Music Therapy*.

## About the Author

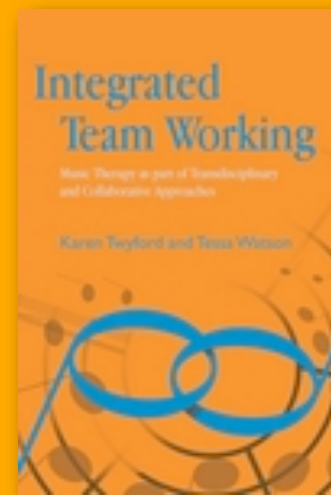


Karen has worked as a music therapist in Australia, England and more recently, New Zealand. She has worked in a variety of clinical areas since 1992, with the majority of her experience being with children. Karen is currently self employed and is contracted by the Ministry of Education, Special Education, in the areas of early intervention and school focus. Her work focuses on inclusion, children with special educational needs, autism and transdisciplinary teaming.

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## Featuring



*Integrated Team Working* explores transdisciplinary and collaborative approaches between UK music therapists and other professionals and demonstrates how they can be valuable methods of music therapy intervention. The book is both a theoretical and practical guide for music therapy students and professionals. It considers the music therapist's role in the multidisciplinary team and the rationale, purpose and application of collaborative approaches in work with children, adults and the elderly in a range of clinical settings. Eighteen case studies illustrate a variety of creative and innovative collaborative approaches between music therapists and other professionals including occupational therapists, physiotherapists, speech and language therapists, psychologists and other arts therapists.