

EDITORIAL

Dear readers,

The new issue of "Problems in Music Pedagogy" contains studies reflecting practical experience and theoretical propositions originated in Finland and Australia.

The development of creativity today is an increasingly important aspect in education. The research done by Kagari SHIBAZAKI and Nigel MARSHALL from United Kingdom focused on the way in which teachers from two countries, one Eastern (EEIRD) and mainly collectivistic (Japan), and one Western (WEIRD) and regarded as being far more individualistic (England), viewed the concept of 'creativity'. The author explores the extent to which cultural differences existed between two countries that could both indeed be classed as being Educated, Industrialised, Rich and Democratic, (EIRD) varying only in terms of cultural perspective.

The focus in the study of Evelina NIKALI, Antti JUVONEN and Inkeri RUOKONEN from Finland explores the use of participatory future workshop activities as a tool for student teachers in curriculum development work. The idea in the changes in the curriculum content during this study has been teaching the students such skills, practices, and musical knowledge which can be used to carry out high-quality music education at all levels, regardless of the weakening resources at school. This research has had an impact on the content, methods, and practices of music education and its transparency.

Annie K. MITCHELL (Australia) shows the results of the research project about the impact of the Covid-19 pandemic and natural disasters (floods) on the education of music students and the functioning of musicians and community orchestras in the North Rivers region of New South Wales, Australia. The author notes the significant contribution of universities, community orchestras and other musical ensembles to the life of local community, the important cultural, social and economic impacts of their mission and performances: the strengthening of the identity and social belonging for the musicians and audiences, and the increase in health, well-being and positive impact of their activities for individuals and society as a whole.

I would like to express many thanks to my colleagues for many years of collaboration and significant contribution to the development of music pedagogy. I hope that you, our readers, will respond to the ideas put forth in the articles of PMP and contribute more ideas, descriptions of practice, and research that deepen our collective understanding of how to teach and nurture the younger generation in the 21st century.

**Editor-in-chief
Jelena Davidova**