

*Telecommunications*

(d) You shall not grant radio apparatus licences in respect of cellular telephone services uses except to the incumbent of the AMPS B band as defined in section 154 of the Act for the use of the frequencies specified in the Fifth Schedule to the Act; and

(e) You shall not grant radio apparatus licences in respect of 2 Frequency Land Mobile frequencies specified in the Sixth Schedule to the Act in relation to channels (as defined in the Act) for which radio apparatus licences have not been granted prior to 18 December 1989; and

(f) You shall not grant radio apparatus licences in respect of frequencies in the range of 2.396 GHz to 2.690 GHz for categories of radio services that have not previously been the subject of radio apparatus licences in New Zealand; and

(g) You shall not grant new radio apparatus licences in respect of frequencies in the range of 494.00 MHz to 518.00 MHz.

*Application of this notice*

You shall comply with the directions set out above in relation to all applications for radio apparatus licences, including—

(a) Applications made before the date of this notice but not dealt with before that date; and

(b) Applications made pursuant to Part II of the Telecommunications Act 1987 after the close of 23 November 1989 but not dealt with before the date of this notice.

*Revocation of previous notice*

The statement of Government policy given by David John Butcher, Minister of Commerce, pursuant to section 112 of the Act dated 20 December 1989 and published in the *Gazette* of 11 January 1990 is hereby revoked.

Dated at Wellington this 30th day of November 1990.

M. D. WILLIAMSON, Minister of Communications.  
go13365

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## Education

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### Education Act 1989

**Board of Trustees Elections**

Pursuant to section 101 of the Education Act 1989, notice is given that first elections are to be held on the 3rd day of December 1990 for the board of trustees of the following school:

Miramar Christian School.

The proprietors of the said school are entering into an integration agreement with the Minister of Education, pursuant to the Private Schools Conditional Integration Act 1975. The first meeting of the board of trustees will be held on the effective date of integration.

Dated at Wellington this 19th day of November 1990.

D. GRACE, District Manager, Ministry of Education.  
go13176

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### Statement of Desirable Objectives and Practices for Chartered Early Childhood Services

*Introduction*

Pursuant to section 312 (2) of the Education Act 1989, as inserted by the Education Amendment Act 1990, the Minister of Education hereby specifies the following desirable objectives and practices for early childhood education.

These objectives and practices are deemed to be part of the charter of every chartered early childhood centre and

chartered care arranger and are to apply to the management and staff of every chartered early childhood service.

The way in which these objectives and practices are to be met, together with any other objectives and practices particular to an early childhood service which do not run counter to the objectives and practices as set out in this statement, shall be set out in the charters of each early childhood service.

The charter of every chartered care arranger shall be deemed to contain the objective of so arranging the education and care as to comply with every code of practice for the time being in force under section 314 (1) of the Education Act 1989 as inserted by the Education Amendment Act.

The charter is an undertaking to the Minister of Education by the management of the early childhood service concerned. Where an organisation has responsibility for more than one centre or home-based scheme, the organisation may make general or policy statements covering the management of the service, staffing, Treaty of Waitangi and equity issues, work with parents/family and children with special needs. However, although these general statements may be made, each section of the charter document must be completed in respect of each centre or home-based scheme.

The organisation may wish to sign the charter of each centre or early childhood setting for which they have responsibility. In this case evidence should be furnished that staff, caregivers and parents of the services involved, have been consulted where appropriate.

*Guiding Principles**The child*

Meeting the overall needs for education and care of each child attending an early childhood centre or home-based scheme shall be the first and major consideration of every chartered early childhood service.

*Parents and family*

The parents and family with responsibility for a child or children attending an early childhood service shall play a major role in any decision making concerning their child or children.

All early childhood education shall be designed to enhance the development of the child and support the family. Early childhood centres and settings should provide an atmosphere which is warm, accepting and welcoming to both children and adults.

*Curriculum*

The early childhood curriculum shall be defined as the sum total of the children's direct and indirect learning experiences in early childhood services.

Opportunities for learning through play and activities which promote the physical, social, emotional, creative, cultural and cognitive development of young children in an overall way should be provided.

Care and education should be integrated in the curriculum and the development of self esteem, confidence, independence and interest in learning for young children and infants should be facilitated at all times.

A set of national curriculum guidelines for developmentally appropriate programmes and practices should, when developed, provide the basis for the early childhood curriculum.

*Equity*

Early childhood services should reflect fair practices in their administration and operation.

(a) Programmes and resources should take account of the values and customs of the families of children attending and should be sensitive and responsive to racial, cultural, social and individual differences;