



## BOOK PROFILE – PICTURE BOOKS

### General guidelines and focus of this profile

The Picture Book Profile is aimed at:

1. Providing guidance on the types of picture books to select for Libraries ACT members and broader Canberra community, and priority ratings to determine the number of copies required. This profile is complemented by the Picture Books Standing Order of Authors List.
2. Meeting high demand (as indicated by high number of reservations) within a reasonable time, i.e. waiting time of no more than 6 months per member.
3. Assisting Libraries ACT staff streamline internal processes and workflows.

### Focus of this collection

1. To support and encourage literacy, learning and reading of children ages 0 to 6 years, and for recreation and leisure in support of their health and wellbeing. This collection is guided by the learning outcomes outlined in the Early Years Learning Framework (EYLF) for Australia (2009). (Please refer to Appendix 1.)
2. Appealing: high interest, high quality reading materials that are popular, bestselling and enduring works in all genres, e.g. award longlists, national/international bestsellers or featured on media/social media
3. Currency: new acquisitions to approximate release dates (no more than 7 days), and for backlist, see Collection Refresh instructions below.
4. Relevance:
  - where the Canberra region or Australia is the focus or subject matter
  - by Canberra region or Australian authors and/or illustrators
  - material representing the diversity of the Canberra community:
    - materials that reflect inclusiveness, e.g. diversity in gender identity, abilities, socioeconomic and cultural backgrounds, sexual orientation and family compositions
    - materials that are balanced in their representation of gender and race

### Exclusions

- Board Books, Bilingual books, Graphic novels (covered in different profiles)
- Novelty/gift books
- Big Books – Unless requested for special collections
- Pop up books (sturdy lift flap OK)
- Books with toys included
- Items of poor physical quality (binding etc)

- Colouring in/Painting books
- Books with activities to complete on the page e.g. tracing over letters, mazes

### Priority ratings and copies

#### NOTES:

Titles should be purchased according to the priority levels below. If a title reaches a new level after the initial order, more copies should be ordered in line with the title's new level.

Where an author is on the standing order list, the number of copies on the standing order list is the minimum initial purchase. The priority levels below supersede those in the standing order list.

Priority	Number of Copies
<ul style="list-style-type: none"> <li>• <b>Medium Priority:</b></li> </ul> <p><b>Any of the following conditions apply:</b></p> <ul style="list-style-type: none"> <li>• Author is listed in Standing Order List as 4 copies</li> <li>• Australian author</li> <li>• Reissues of classics (dependant on current holdings eg Lester, Carle etc)</li> <li>• Author is eligible for LAS collection</li> </ul>	4
<ul style="list-style-type: none"> <li>• <b>High Priority: Popular Titles</b></li> </ul> <p><b>Any of the following conditions apply:</b></p> <ul style="list-style-type: none"> <li>• Author is listed in Standing Order List as 8 copies</li> <li>• High visibility in magazines, TV, bookstores</li> </ul> <p>Titles by or connected with</p> <ul style="list-style-type: none"> <li>• Australian Children's Laureates past and present</li> <li>• Children's Laureates from around the world past and present</li> <li>• The Australian Reading Hour</li> <li>• IBBY Hans Christian Andersen Award winner</li> </ul>	8

#### List of awards

Where a book appears in multiple award lists select the higher number of copies

Awards (where the title fits the collection)	Copies (top up to this number if the title is already in the collection)
CBCA Book of the year awards – notables list and shortlist	4
CBCA book of the year winner <ul style="list-style-type: none"> <li>- Early childhood</li> <li>- Picture Book</li> <li>- Eve Pownall</li> <li>- New Illustrator</li> </ul>	8
Australian Book Industry Awards (ABIAs) <ul style="list-style-type: none"> <li>- Children's picture book of the year</li> </ul>	8

Speech Pathology book of the year winners <ul style="list-style-type: none"> <li>- 0 to 3 years</li> <li>- 3 – 5 years</li> <li>- 5 – 8 years if suitable</li> <li>- Aboriginal and Torres Strait Islander Authored Children’s Book Award</li> </ul>	8
International children’s book awards winners <ul style="list-style-type: none"> <li>- Caldecott Medal</li> <li>- Carnegie Medal</li> <li>- Kate Greenaway Medal</li> <li>- Boston Globe-Horn Book Awards – picture book category</li> </ul>	4
IBBY <ul style="list-style-type: none"> <li>- Australian selection for IBBY Honor List</li> <li>- Australian selections in IBBY Collection for Young People with Disabilities</li> </ul>	8
Prime Minister’s Literary Awards <ul style="list-style-type: none"> <li>- Children’s literature winner</li> </ul>	8
Daisy Utemorrah Award winner	8
Works featuring the winner of the Krestin Indigenous Illustrator Award	8

### Collection refresh and backlist titles

**Libraries ACT classic picture book list:** This is a list of classic/must have items that we would like to always have in our collection. Check the catalogue and buy/top up to 8 copies of each of the titles on this list. Please notify Libraries ACT of any that are not in print and cannot be sourced so we don’t repeatedly try to order.

Timeframe: Annual

### Appendix 1

EYLF Learning Outcomes	Collection development principles
1. CHILDREN HAVE A STRONG SENSE OF IDENTITY	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> <li>• Promote children’s sense of belonging, connectedness to others – a shared identity as Australians</li> <li>• Reflect children’s social worlds, i.e. playgroup, family, community, etc.</li> <li>• Support maintenance of home language and culture</li> <li>• Explore different identities and points of view</li> <li>• Explore a wide range of emotions, thoughts and views constructively</li> </ul>
2. CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> <li>• Model language to express ideas, negotiate roles, collaboration, interactions, respectful and equal relations</li> </ul>

	<ul style="list-style-type: none"> <li>• Broaden children’s understanding of the world in which they live in: natural and constructed environment, sustainability and human impact, science and technology, relationships with other living and non-living things</li> <li>• Promote investigation of ideas, complex concepts and ethical issues that are relevant to this target group and their communities</li> <li>• Broaden children’s perspectives and encourage appreciation of diversity</li> <li>• Expose children to different languages and dialects</li> <li>• Explore culture, heritage, backgrounds and traditions within the context of community</li> </ul>
<p>3. CHILDREN HAVE A STRONG SENSE OF WELLBEING</p>	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> <li>• Promote healthy lifestyles, including nutrition, personal care, health and hygiene, physical fitness, emotions and social relationships</li> <li>• Discuss emotions, emotional response to events,</li> <li>• Promote participation in energetic physical activity, including sports, dance, drama, movement, games</li> <li>• Broaden children’s understanding of daily routines, tools, experiences, physical play</li> <li>• Promote development of fine and gross motor skills</li> </ul>
<p>4. CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS</p>	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> <li>• Inspire imagination, creativity, curiosity, reasoning, reflexivity and embrace of complex concepts and ideas</li> <li>• Encourage the development of skills such as problem-solving, inquiry, experimentation, investigation</li> </ul>
<p>5. CHILDREN ARE EFFECTIVE COMMUNICATORS</p>	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> <li>• Encourage the use of and acquisition of home languages and Standard Australian English</li> <li>• Promote understanding of key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print (authorship, illustration, book layout, orientation and directionality) and the ways texts are structured</li> <li>• Engages singing, rhymes, jingles, songs and mathematical language</li> <li>• Engages images, shapes, symbols, letters and sounds in its narrative</li> </ul>