



BOOK PROFILE – Board Books

General guidelines and focus of this profile

The Board Book Profile is aimed at:

1. Providing guidance on the types of board books to select for Libraries ACT members and broader Canberra community, and priority ratings to determine the number of copies required.
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 3 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 (Bluey, Peppa Pig, Tractors, Trucks etc)
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
 - materials that are relevant to the age group: e.g. new baby in family, the world around them, animals, occupations etc

Exclusions

- Books with items or materials that have been identified as hazardous to babies and children
 - Button batteries (<https://www.productsafety.gov.au/products/electronics-technology/button-batteries>)
 - Magnets (<https://www.productsafety.gov.au/products/babies-kids/toys/magnetic-toys-novelities>)
 - Hazardous chemicals (<https://www.productsafety.gov.au/product-safety-laws/safety-standards-bans/mandatory-standards/toys-containing-lead-other-elements>)
- Books with items of potential choking hazards, e.g. buttons, squeakers, magnets, etc.
- Cloth books, novelty/gift books and books with toys included
- Items of poor physical quality (binding etc)

- Colouring in/Painting books

Priorities and quantity

Selections for this collection will prioritise the following:

- a. Textural and/or sturdy lift-the-flap books that provide sensory stimulation
- b. Australian vocabulary and spelling
- c. Rhymes and visually attractive pictures that will help children relate to real world objects and events

Picture books published as board books are acceptable, only if they are simple, suited to target audience and/or classics (eg Fox, Donaldson, Lester).

Quantity: 8 copies

Bi-annual collection refresh

Please contact Libraries ACT Collections staff for confirmation prior to ordering.

1. Holding gaps in series, if relevant, and top up quantity. Please use other titles in the series as a gauge for quantity required.
2. Holding gaps in classics, must-haves, and “evergreen” titles. Please use previous quantity as guide.

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"> • Promote children’s sense of belonging, connectedness to others – a shared identity as Australians • Reflect children’s social worlds, i.e. playgroup, family, community, etc. • Support maintenance of home language and culture • Explore different identities and points of view • Explore a wide range of emotions, thoughts and views constructively
2. CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> • Model language to express ideas, negotiate roles, collaboration, interactions, respectful and equal relations • 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 • Promote investigation of ideas, complex concepts and ethical issues that are relevant to this target group and their communities

	<ul style="list-style-type: none"> • Broaden children’s perspectives and encourage appreciation of diversity • Expose children to different languages and dialects • Explore culture, heritage, backgrounds and traditions within the context of community
3. CHILDREN HAVE A STRONG SENSE OF WELLBEING	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> • Promote healthy lifestyles, including nutrition, personal care, health and hygiene, physical fitness, emotions and social relationships • Discuss emotions, emotional response to events, • Promote participation in energetic physical activity, including sports, dance, drama, movement, games • Broaden children’s understanding of daily routines, tools, experiences, physical play • Promote development of fine and gross motor skills
4. CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> • Inspire imagination, creativity, curiosity, reasoning, reflexivity and embrace of complex concepts and ideas • Encourage the development of skills such as problem-solving, inquiry, experimentation, investigation
5. CHILDREN ARE EFFECTIVE COMMUNICATORS	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> • Encourage the use of and acquisition of home languages and Standard Australian English • 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 • Engages singing, rhymes, jingles, songs and mathematical language • Engages images, shapes, symbols, letters and sounds in its narrative