

National Simultaneous Storytime



Date:	24 th May
Duration:	9am-10am (11am AEST)

What is the special event?	National Simultaneous Storytime (NSS) is held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously around the country. Now in its 22nd successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Foundation to Year 6. About the Book- From award-winning creators Rebecca Young and Heath McKenzie comes this inspiring story to celebrate all winners... especially those who don't come first.
Why is it important to Keiki Early Learning?	Stories exist to inform, explore and hypothesise as well as to entertain and amuse. Narrative and story continue to play an important role in the development of emergent literacy practice, and often in the engagement and interest of children in broader educational goals and content. Reading and storytelling with babies and children promotes brain development and imagination, develops language and emotions and strengthens relationships. Both Sam and Angela (Owners) have a love of books and storytelling. They both shared many stories with their children as they grew, and they have always loved to bring in new books to the service.
What are our expectations?	National Simultaneous Storytime does not have to be recognised on just one day. A whole week (for example) could be dedicated to reading the story with the children, investigating parts of the story and extending what they learn or show interest in. Children in all rooms should participate in a reading of the chosen book at 9am on Wednesday, 24th May which has been purchased and provided to you (Coordinators to receive at Coordinator meeting in March). Families should be advised of the planned Storytime. Ask families and children about what activities and learning experiences they would like to see. Ideas: • Begin reading the story with the children throughout the week • Service-wide reading of the chosen book • Join other Keiki services via a TEAMS meeting to read the story together • Download learning resources from the event website, or join a live event https://www.alia.org.au/Web/Events/NSS/ALIA-National-Simultaneous-Storytime-2023.aspx?hkey=ba22a12e-c39f-4f7f-bbb9-d1f983e89ad5

	• With the children discuss what areas of the story they want to investigate and know more about • Plan some extensions around the book topic • Painting or drawing what the children think the story is about
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LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

How can we link this event to our Philosophy?	Core Value: Our Community We respect and welcome all contributions from children, families and community members to our shared space of play and learning. By creating an inclusive environment our curriculum is enriched and each child's sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning Core Value: The Whole Child We believe every child is born full of potential with an innate desire to learn and explore their world.
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How does this event link to the AEDC Data?	Physical Health and Wellbeing												
	<table><tr><th>Area</th><th>At Risk</th><th>Vulnerable</th></tr><tr><td>Stirling</td><td>8.9%</td><td>8.4%</td></tr><tr><td>Joondalup</td><td>8.1%</td><td>5.4%</td></tr><tr><td>Wanneroo</td><td>11.9%</td><td>8.2%</td></tr></table>	Area	At Risk	Vulnerable	Stirling	8.9%	8.4%	Joondalup	8.1%	5.4%	Wanneroo	11.9%	8.2%
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This event is an opportunity to demonstrate collaboration and working together. It also encourages children to develop empathy for their peers, family and community. Reading books provide an endless supply of social interaction examples from which to learn. They allow children to experience a range of moods and emotions they aren’t likely to experience in everyday life. Experiencing these emotions in a safe environment allows the child to think about how they might react in a similar situation, preparing them for future interactions.													
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Children will ask questions and discuss together if you ask them questions. Reading improves focus and concentration. Focus and concentration is essential to social interactions and communication. Many traits of a good conversationalist such as giving your full attention, being present in the moment and waiting for the other person to finish is demonstrated in stories. Reading books helps children to develop that patience and concentration, making them better at conversation and conflict resolution.													
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Event Fact Sheet

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How does this link to the ECA Code of Ethics?	In relation to children, I will: • Act in the best interests of all children • Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning • Provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences
How does this link to the UN Rights of the Child?	Articles: <i>Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.</i> <i>Article 31: Children have the right to relax, play and to join in a wide range of leisure activities.</i> Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?
How does this event link to the National Quality Standards?	<i>1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</i> <i>1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.</i> <i>6.2.3 The service builds relationships and engages with its community.</i>