

Statement: Alliance's powerful commitment to Australian children

Every child has the right to thrive.

This **Library and Information Week (28 July — 3 August)**, State Library of Queensland focusses on the needs of our youngest citizens with the release of a <u>Statement of Commitment</u> on the early years.

The commitment was made at a national forum hosted by State Library in May this year.

It unites a national network of 1,400 libraries and their partners in a powerful pledge: to ensure every child, in every community, has access to the services and support they need to thrive in the early years.

This sector-wide alliance will champion the needs of children and includes:

- State Library of Queensland
- Australian Library and Information Association
- Australian Public Libraries Association
- Australian Research Alliance for Children and Youth (Thriving Queensland Kids Partnership)
- National and State Libraries Australasia
- University of Queensland

Together, we will work to benefit the lives of 6 million children across the nation through resource and knowledge sharing.

The multi-agency alliance recognises not all children have equitable access to the resources, relationships, and environments they need.

As trusted community hubs, libraries, with their partners, are uniquely placed to deliver positive, place-based prevention work with families every day.

State Library's <u>First 5 Forever program</u> also underscores the value of play-based learning and the importance of parents and carers talking, reading, singing and playing with children from birth.

We know when young ones experience the love of reading from birth, with the important adults in their lives, their life outcomes improve.

The theme of this year's Library and Information Week: <u>To Read or Not To Read: Literacy Matters</u> also helps highlight the importance of the alliance's mission.

Learn more and pledge your support:

Statement of Commitment

Now and for their futures: Libraries brain building in the early years forum

