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| **Growing up children in two worlds: Cultural strengths in promoting child development in a remote Australian Aboriginal community**  |
| **Background/Objectives**In remote northern Australia, Aboriginal cultures and languages remain strong and vibrant. However, this rich and supportive learning environment is often not well recognised by those outside these communities. Developmental assessments and interventions can fail to discrimate between ‘difference’ and ‘deficit’ and policies and programs do not always recognise cultural strengths and priorities. To strengthen the evidence base for more culturally responsive and relevant early childhood services, this study explored the skills and knowledge that Yolŋu (Aboriginal) families consider important and the strategies they use to promote healthy child development and wellbeing. **Methods**This collaborative, qualitative study was conducted over six years by Yolŋu and other researchers in a remote community in North East Arnhem Land. Six longitudinal case studies with children (aged 1 month to 2 years at commencement) and their extended families integrated data from a range of sources. Methods included video reflexive ethnography, in which everday activities of the children were recorded and interpretated collaboratively with family members and Yolŋu researchers, participant observation and interviews with families and a broad range of community members. **Results**Development of a strong Yolŋu identity as the highest priority for Yolŋu families was demonstrated through an intensive focus on building children’s understanding of their connections to people, place and other elements of the natural world. Everyone connected to the child is involved in “teaching and talking all the time” from birth. As well, development is constantly monitored, assessed and supported in ways specific to the cultural context. **Discussion**Western values and practices continue to dominate early childhood policies and approaches to assessment and intervention in remote Australian Aboriginal communities. However, a deeper understanding of diverse cultural strengths and priorities in early child development is crucial to ensure these are recognised, valued and supported in any efforts to promote the development and wellbeing of Aboriginal children. Project findings have been shared on a website to support maintenance of cultural knowledge, and facilitate broader recognition and reflection of Indigenous cultural knowledge and practice in early childhood programs and policy. **Keywords**Aboriginal Australian, YolŋuEarly child development and wellbeingVideo ethnography  |