

# CULTURAL PRIDE IN ADOLESCENCE

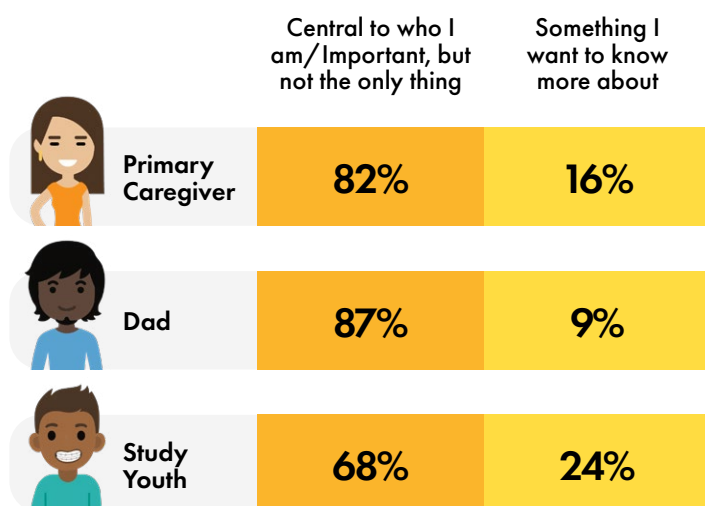


## Results from Waves 11 and 12 (2018/19)

In Waves 11 and 12, *Footprints in Time* youth were between 11 and 16 years old. They were adolescents, a time when young people explore and develop their identity.

### Cultural identity is important to *Footprints in Time* family members.

#### Being Aboriginal and/or Torres Strait Islander is\* ...



\*Only asked of parents and carers who identified as Aboriginal and/or Torres Strait Islander

During adolescence, parents, carers, and *Footprints in Time* youth said that being Aboriginal and/or Torres Strait Islander is either central to who they are, important to them, or something they wanted to learn more about.

Being proud of who they are and where they come from was a core part of youth's identity. Remaining connected, and the role kinship and Country plays in all aspects of their lives, were said to be especially important.

#### Cultural aspects that were 'extremely important' or 'important' to *Footprints in Time* youth ...



87%

Aboriginal and Torres Strait Islander flags

DEADLY

86%

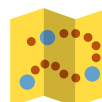
Being strong and deadly

### *Footprints in Time* youth are proud of who they are.

In Wave 11 and 12, *Footprints in Time* explored, for the first time, what aspects of culture are important to youth.

Knowing how youth view culture and what it means to them helps in understanding how to support youth to connect to culture and develop a strong sense of pride in culture. When asked what culture means to them, *Footprints in Time* youth identified strongly with symbols that reflect cultural pride as well as those that connect them to people and place. These included the Aboriginal and Torres Strait Islander flag, Country and kinship.

#### Cultural Pride



82%

Knowing about your Country



79%

Aboriginal and/or Torres Strait Islander symbols, design and artwork

#### Strong Relationships



79%

Your people, your mob

MY MOB

79%

Knowing about your Aboriginal and/or Torres Strait Islander family connections



## Footprints in Time youth learn about culture from important people in their lives.

Youth were asked about the people from which they learn about being Aboriginal and/or Torres Strait Islander.

Knowing how culture is passed down to youth and who the important people are who share their understanding of culture, helps to promote the development of culture for youth at this age. *Footprints in Time* youth said they learn about culture from a broad range of people, this included kin and teachers.

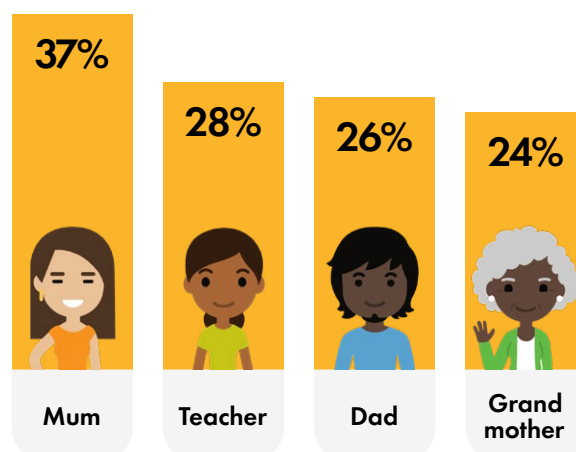
## Footprints in Time families want to keep cultural identity and cultural pride at the centre of who they are.

Culture is core to identity and runs through all aspects of life for *Footprints in Time* families. Relationships play a vital role in developing and maintaining cultural identity for youth.

Around 1 in 4 youth said that educators play a key role in supporting them to learn about culture. This highlights the importance of educators developing knowledge, skills and understanding to provide safe spaces for encouraging cultural learning. Schools can partner with families and communities to promote whole-school sharing and learning about culture.



### Footprints in Time youth learn about being Aboriginal and/or Torres Strait Islander from...



Working with youth to keep cultural identity at the centre of who they are looks like:

- Ensuring they have opportunities to learn from and with family and community
- Enriching curriculum with cultural knowledge.



### Footprints in Time Dads shared what they want others to know about culture...

"Being an Aboriginal person is being proud of our culture and people and where they're going"

"Be very proud of your culture, don't be embarrassed about your culture"

"I am very proud of my heritage and my elders, people should have more respect and try to understand our culture and values"

"I'm a proud member of one of the oldest and exclusive culturally diverse communities that are forging ahead in leaps and bounds"

**DISCLAIMER** This factsheet uses unit record data from *Footprints in Time: the Longitudinal Study of Indigenous Children (LSIC)*. LSIC was conducted by the Australian Government Department of Social Services (DSS). We acknowledge the role and support of state and territory departments of education and Catholic dioceses in the collection of LSIC data. The findings and views reported in this factsheet, however, are those of the authors and should not be attributed to the Australian Government, DSS, or the Aboriginal and/or Torres Strait Islander people and their communities involved in this study.

#### FULL REPORT

*Footprints in Time*, The Longitudinal Study of Indigenous Children, Report from Wave 11 and 12. The Kids Research Institute Australia.

For more information on the *Footprints in Time* study <https://www.dss.gov.au/lsic>

PREPARED BY

