

Self-rating: Children and youth, and caregiver outcomes

	Children and Youth Example	Caregiver Example
 <p>Germinating</p> <p>The seeds, gifts, strengths, and potential children and youth have even in crisis.</p>	<p>Children and youth are meeting others in a program, beginning to build a relationship, or recognizing a need.</p>	<p>Caregivers have just joined a program.</p>
 <p>Sprouting</p> <p>Small shifts and growth.</p>	<p>Children and youth are willing to join an activity, or trust an adult with a conversation.</p>	<p>Caregivers knows where to reach out for support, or participate in their Nation's gatherings.</p>
 <p>Growing</p> <p>Deepening understanding, positive behaviors, and relationships that occur often and consistently.</p>	<p>Children and youth are comfortable participating in ceremony, or are comfortable reaching out for support and know what is available to them.</p>	<p>Caregivers grow relationships with an Elder, access financial supports, or build trust with service providers.</p>
 <p>Fruiting</p> <p>Experiencing positive change in the domain.</p>	<p>Children and youth have a trusting and stable relationship, value and enjoy their cultural wealth, or initiate participating in physical activity or activities on the land.</p>	<p>Caregivers have positive interactions with their children, feel confident as transmitters of culture, or are more confident in their culturally appropriate emotional regulation strategies.</p>
 <p>Seeding</p> <p>Positive impact expanding to more areas of children and youth's lives.</p>	<p>Children and youth start to help at ceremonies, or volunteer and find ways to give back to community.</p>	<p>Caregivers model practising cultural teachings in their daily life for children and youth, have a sense of purpose and model concerns for others, or nurture a growth mindset within their families.</p>

Self-rating: Staff and agency efforts

Staff and Agency Example



Preparing the soil could include agencies' efforts of resourcing new supports, training, or partnerships. For example, obtaining funding for land-based programming, making connections with population-specific agencies, or fostering a shared understanding with the Board of Directors.



Planting seeds describes agencies' efforts in increasing awareness, knowledge, confidence in their staff, planning concrete action, or experimenting with new ideas. For example, forming a working group on gathering stories and feedback from youth, deepening Indigenous cultural understanding with staff, or growing relationships with other agencies around supporting this domain.



Nurturing is about growing understanding, skills, and relationships more consistently and with greater scope. For example, expanding training and opportunities to more staff, piloting new supports in one program, getting feedback from service users and tweaking existing programs, or implementing supports for staff capacity and well-being.



Harvesting describes when agencies and staff are using their enhanced capacity, understanding, and connections to deepen their practice in supporting each well-being domain for children, youth, and caregivers. For example, staff debriefing and supporting each other to consistently prioritize relationship building with service users, agencies integrating child or youth voices into program planning, agencies having processes in place to ensure diverse representation within their teams.



Spreading seeds describes when agencies are expanding supports for a domain to other programs and integrating them more frequently and more consistently across the agency. For example, land-based activities being integral to each program, designing each service or program with input from relevant cultural communities, or having good staff retention and staff feeling well-supported.