



# Chapters4Change Strategic Plan (2026–2029)



**TRUTH AND RECONCILIATION  
CALLS TO ACTION ON EDUCATION**

## Director's Message

At Chapters4Change, we believe that meaningful change begins with courageous conversations, deep reflection, and a shared commitment to learning. Our work is grounded in the understanding that education has the power not only to inform, but also to transform—individuals, institutions, and communities.

Through our research-informed literature circles and professional learning experiences, we create spaces where educators and community leaders can engage with diverse perspectives, question assumptions, and develop the confidence and capacity to lead equity-focused change. These spaces are intentionally designed to foster dialogue, relational accountability, and collaborative learning grounded in respect and curiosity.

Our approach recognizes that transformation is both personal and collective. When participants engage deeply with stories, ideas, and one another, they begin to see new possibilities for their own leadership and for the systems in which they work. This process is reflected in our G.R.O.W. framework—Ground, Reflect, Own, and Weave—which guides participants from awareness to action.

At the heart of this work is a commitment to equity, inclusion, and reconciliation. Chapters4Change supports educators in deepening their understanding of Indigenous histories and perspectives, strengthening intercultural understanding, and applying this learning to create more inclusive and relational educational environments. In doing so, we contribute to the Calls to Action of the Truth and Reconciliation Commission of Canada and align our work with global priorities identified in the United Nations Sustainable Development Goals.

None of this work happens in isolation. The strength of Chapters4Change lies in the partnerships, communities of practice, and dedicated educators and community members who engage with openness, humility, and courage. Together, we are building networks of transformative leaders who are committed to advancing justice, belonging, and well-being in their communities.

Thank you for being part of this work!

Together, we read.  
We reflect.  
We lead.  
We change.



*Janice Desroches*

*Janice Desroches, MA, CARES®, Director Chapters4Change*

## Our Vision

Communities where transformative leaders advance equity, inclusion, and social justice so that all people can thrive.

## Our Mission

Chapters4Change creates research-informed, literature-based learning experiences that foster critical reflection, courageous dialogue, and collective action for systemic change.

## Our Theory of Change

When educators and professionals engage in structured, reflective dialogue grounded in diverse texts and ways of knowing, they deepen awareness, strengthen relational accountability, and develop the confidence and tools to lead transformative change in their communities.

This work contributes to the global priorities identified in the United Nations Sustainable Development Goals—particularly **SDGs 3, 4, 5, 9, 10, 16, and 17**—and supports the education-focused Calls to Action of the Truth and Reconciliation Commission of Canada, especially **Calls to Action 62 and 63**, which emphasize educator learning, intercultural understanding, and the integration of Indigenous perspectives in education.

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## Strategic Priorities

### 1. Deepen Transformative Learning Experiences

**Goal:** Deliver high-impact, innovative, research-informed learning circles that move participants from reflection to action.

#### Key Actions

- Refine and expand literature circle programming grounded in transformative learning and leadership theories, Indigenous pedagogies, and arts-based practices.
- Strengthen integration of The Circle Way and collaborative dialogue structures.
- Embed actionable leadership practices into all programming and projects.
- Develop tools to support post-circle implementation and sustained impact.

#### Contribution to Global and National Priorities

Through these initiatives, Chapters4Change advances **SDG 4 (Quality Education)** by supporting inclusive, equitable, and lifelong learning for educators and professionals.

Our literature circles also contribute to **Calls to Action 62 and 63** of the Truth and Reconciliation Commission by:

- Creating facilitated professional learning spaces where educators engage with Indigenous histories, perspectives, and contemporary realities.
- Supporting professional learning that builds intercultural and intersectional understanding, empathy, and respect.
- Encouraging educators to apply their learning to foster more inclusive and relational educational practices.

### **Desired Outcomes**

- Participants demonstrate increased equity literacy and leadership confidence.
- Participants implement measurable change initiatives in their contexts.
- Alumni remain engaged in a growing community of practice.

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## **2. Advance Equity, Reconciliation, and Belonging**

**Goal:** Support educators and community leaders in addressing systemic inequities and advancing inclusive practices.

### **Key Actions**

- Centre diverse voices, knowledges, and lived experiences in text selection and facilitation.
- Create safer, braver spaces for dialogue across difference.
- Offer targeted programming addressing marginalized communities, including 2SLGBTQI+ inclusion, anti-racism, accessibility equity, mental health, and neurodiversity.
- Integrate Indigenous perspectives and ways of knowing into reflective dialogue and collaborative learning.

### **Contribution to Global and National Priorities**

This work advances:

- **SDG 5 (Gender Equality)** by challenging gender discrimination and promoting inclusive environments for women, girls, and gender-diverse individuals.
- **SDG 10 (Reduced Inequalities)** by strengthening participants' capacity to identify and address systemic inequities.
- **SDG 3 (Good Health and Well-being)** by fostering learning environments that support belonging, empathy, and psychological safety.

Through these efforts, Chapters4Change also contributes to reconciliation in education by centring Indigenous knowledges and supporting educators in developing culturally responsive and respectful practices.

### **Desired Outcomes**

- Increased capacity to address inequities and foster inclusive environments.
- Stronger policies and practices that support belonging and equity.
- Greater understanding of Indigenous perspectives and responsibilities toward reconciliation.

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## **3. Expand Strategic Partnerships and Community Impact**

**Goal:** Broaden reach and deepen collaborative impact through meaningful partnerships.

### **Key Actions**

- Strengthen partnerships with school boards, educational institutions, and community organizations.
- Co-design programming responsive to partner needs.
- Host author dialogues, community conversations, and collaborative events.
- Engage an Advisory Circle to guide innovation, accountability, and impact.

### **Contribution to Global Priorities**

This collaborative approach advances **SDG 17 (Partnerships for the Goals)** by building cross-sector relationships that amplify equity and social justice initiatives.

Partnerships also strengthen collective action toward reconciliation by creating shared spaces for dialogue, learning, and community engagement.

### **Desired Outcomes**

- Increased program reach across regions and sectors.
- Sustainable partnerships that support long-term impact.
- Expanded communities of practice committed to equity and reconciliation.

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## **4. Strengthen Leadership Development Through the G.R.O.W. Framework**

**Goal:** Embed the G.R.O.W. Leadership Cycle across all programming and organizational practices.

## The G.R.O.W. Cycle

- **Ground** – Build awareness, shared purpose, and relational trust.
- **Reflect** – Engage in critical dialogue and transformative learning.
- **Own** – Take responsibility for personal and systemic change.
- **Weave** – Integrate learning into sustained leadership and collective action.

## Key Actions

- Develop facilitator training grounded in the G.R.O.W. framework.
- Create implementation guides for schools and organizations.
- Build alumni leadership pathways that support ongoing action.

## Contribution to Global Priorities

This leadership model advances:

- **SDG 16 (Peace, Justice, and Strong Institutions)** by fostering ethical, reflective leadership and collaborative decision-making.
- **SDG 10 (Reduced Inequalities)** through leadership practices that challenge systemic barriers and promote inclusion.

## Desired Outcomes

- Participants develop the skills and confidence to lead equity-focused change.
- Partner organizations strengthen inclusive leadership cultures.
- Communities benefit from sustained transformative leadership.

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## 5. Build Organizational Sustainability and Innovation

**Goal:** Ensure Chapters4Change remains innovative, responsive, research-informed, and sustainable.

## Key Actions

- Develop multi-year funding and revenue strategies.
- Implement evaluation and impact measurement tools.
- Share research insights and practitioner knowledge publicly.
- Expand digital and blended programming models.

## Contribution to Global Priorities

These initiatives contribute to **SDG 9 (Industry, Innovation and Infrastructure)** by developing innovative, scalable models for transformative professional learning.

## Desired Outcomes

- Sustainable growth and organizational stability.
  - Evidence-informed program design and improvement.
  - Increased accessibility to transformative learning opportunities.
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## Our Commitment

Chapters4Change is committed to centring diverse perspectives, fostering relational accountability, and cultivating leaders who move beyond awareness toward courageous, sustained action.

Through research-informed learning, collaborative dialogue, and strategic partnerships, we contribute to global sustainability goals and support reconciliation in education by helping educators deepen understanding and take meaningful steps toward equity, justice, and collective well-being.

