A child in a plaid shirt stands in the dark, pointing a flashlight upwards at a massive, colorful mountain range. The mountains are composed of numerous layers of vibrant colors, including reds, blues, yellows, and purples, creating a glowing, ethereal effect. The child's beam of light illuminates a small portion of the mountains. The background is dark, suggesting a night sky.

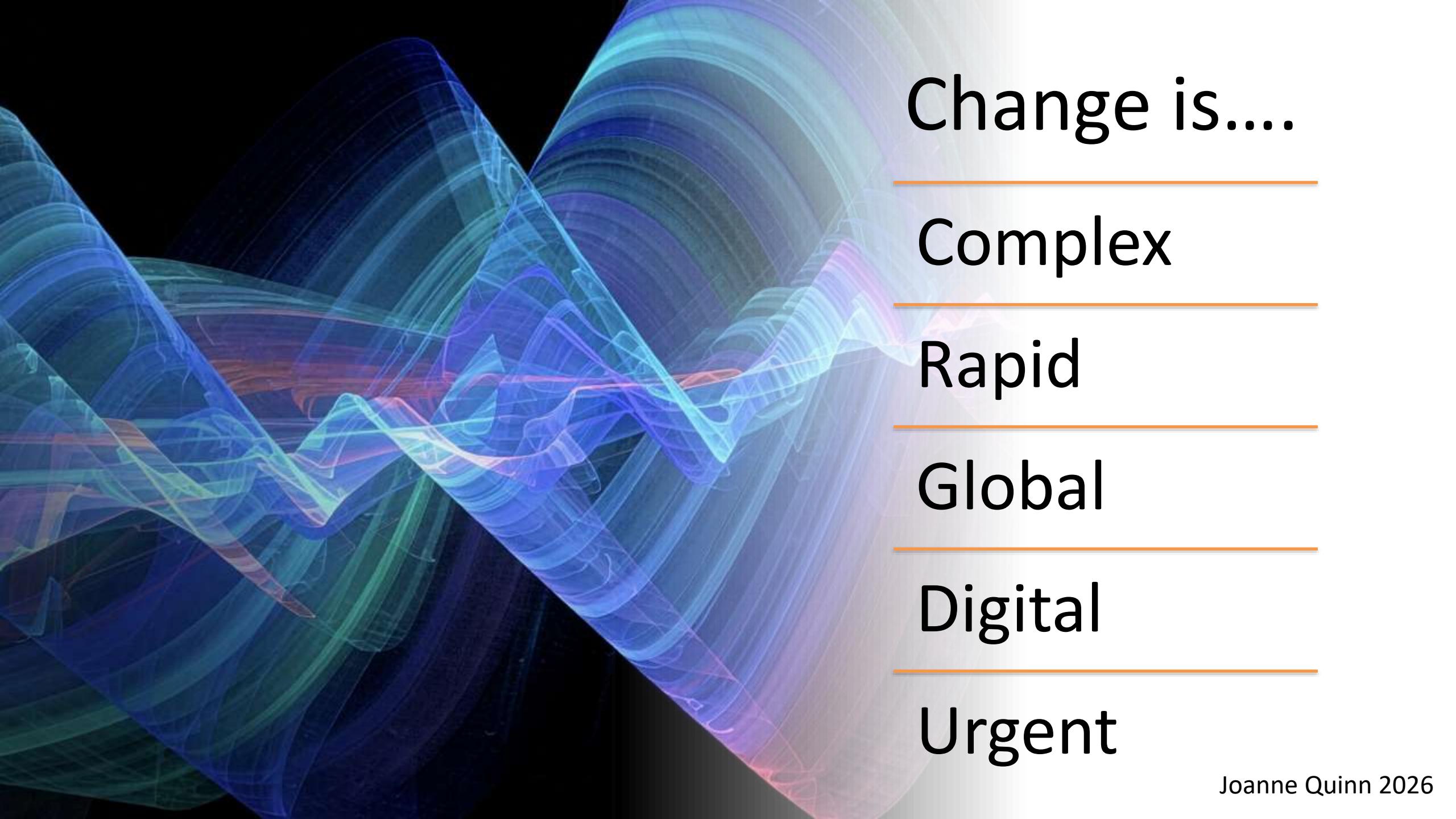
Transforming Learning: Building Coherence in Complex Times

Joanne Quinn
January 2026



The 2026 Leadership
Challenge...

What keeps
Superintendents
awake at night?

The background of the slide features a complex, abstract digital artwork. It consists of numerous overlapping, translucent colored waves in shades of blue, green, and purple. These waves create a sense of depth and motion, resembling a 3D fractal or a visualization of data flow. The overall effect is futuristic and dynamic, providing a visually rich backdrop for the text on the right.

Change is....

Complex

Rapid

Global

Digital

Urgent

SPEED OF CHANGE

AI is reshaping
the world faster
than most of us
can process

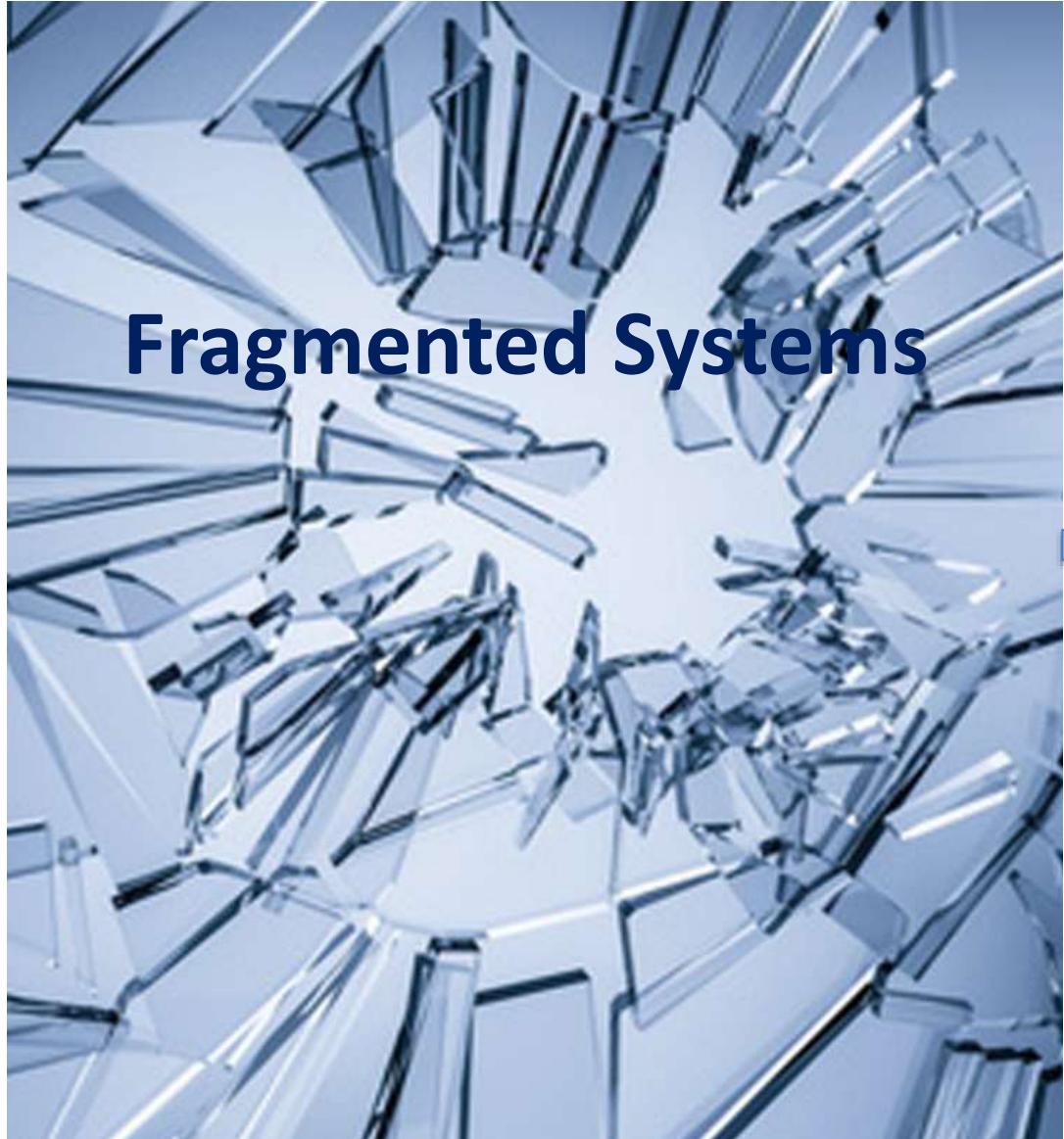


We
Can't
Predict
the
Future



We never
could....

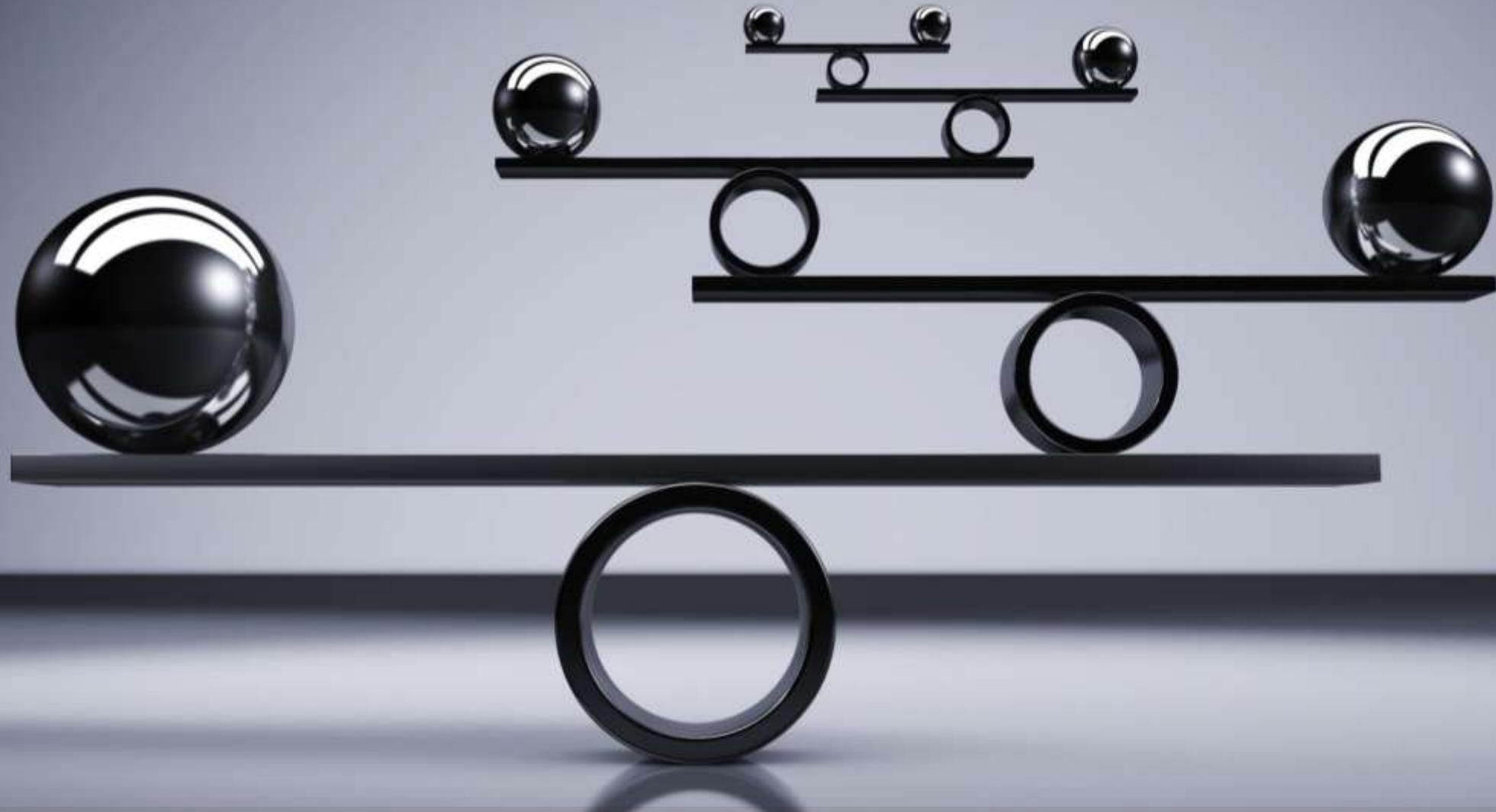
The Coherence Gap



Coherence

“Shared depth of understanding about the nature of the work and commitment to action.”





How did shared
understanding develop?

How did collective action
evolve?

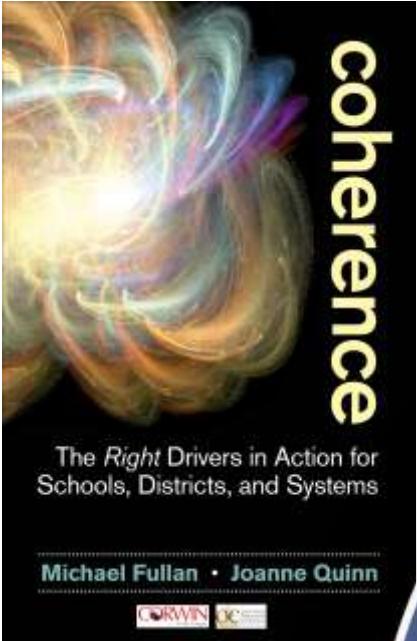


<https://www.youtube.com/watch?v=GPeeZ6viNgY>

Levers of Change



- Purpose
- Precision
- Leadership
- Collective Action



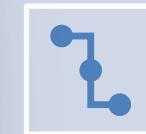
The Coherence Framework



2.0



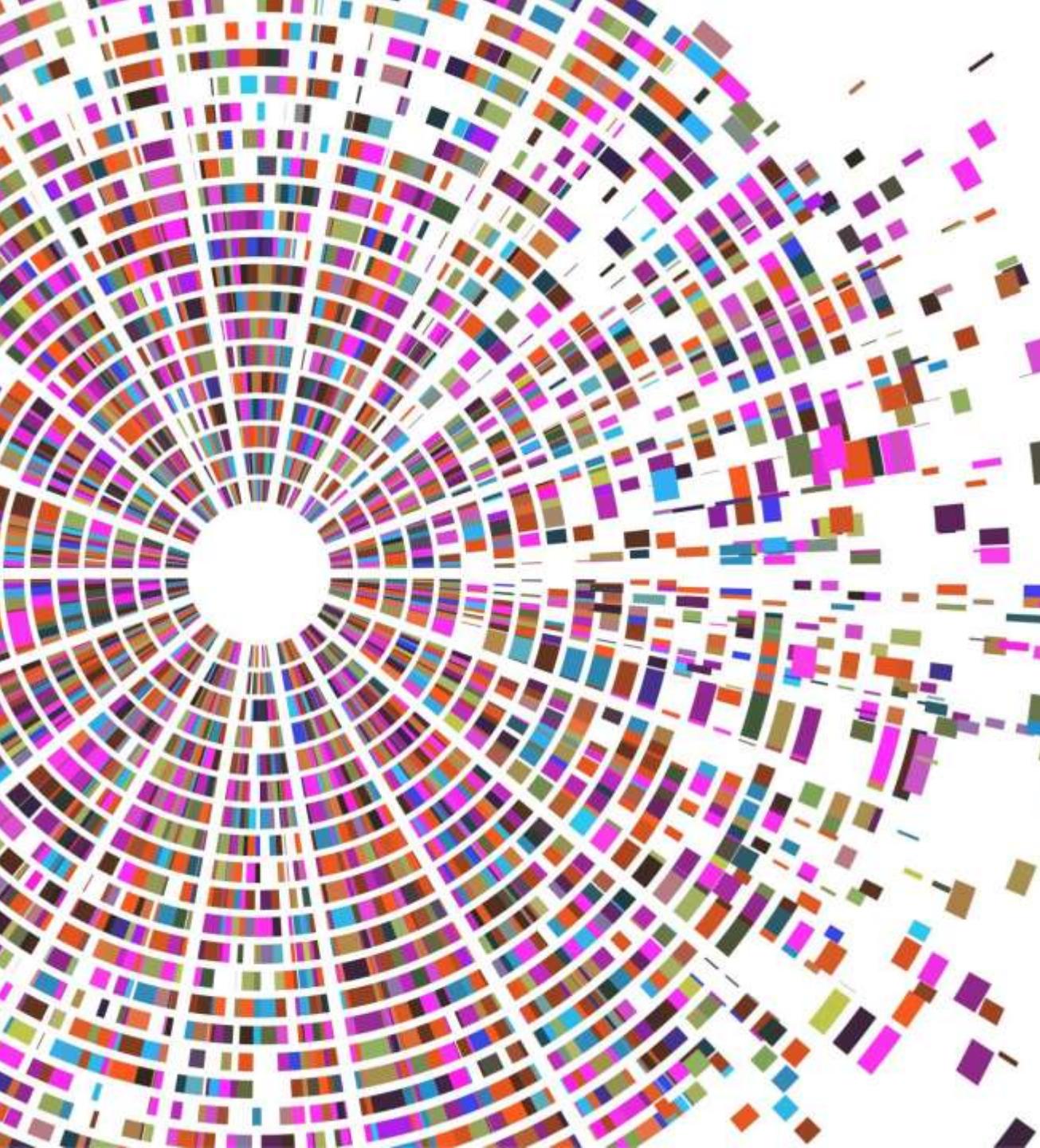
Sense-makers



Connecters



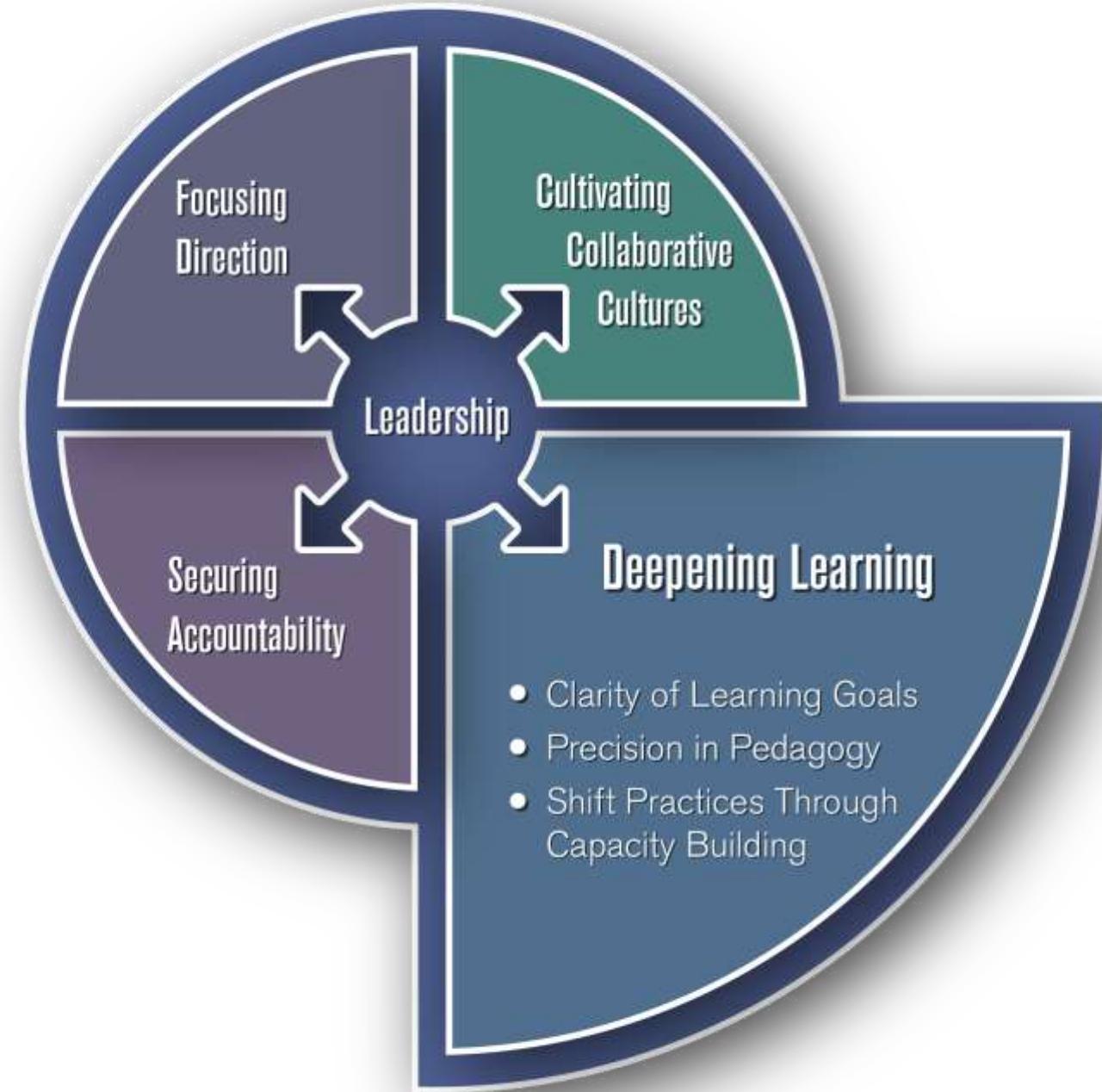
Catalysts



Leadership Moves that Build Coherence

- Clarity
- Capacity
- Connections
- Collective Action

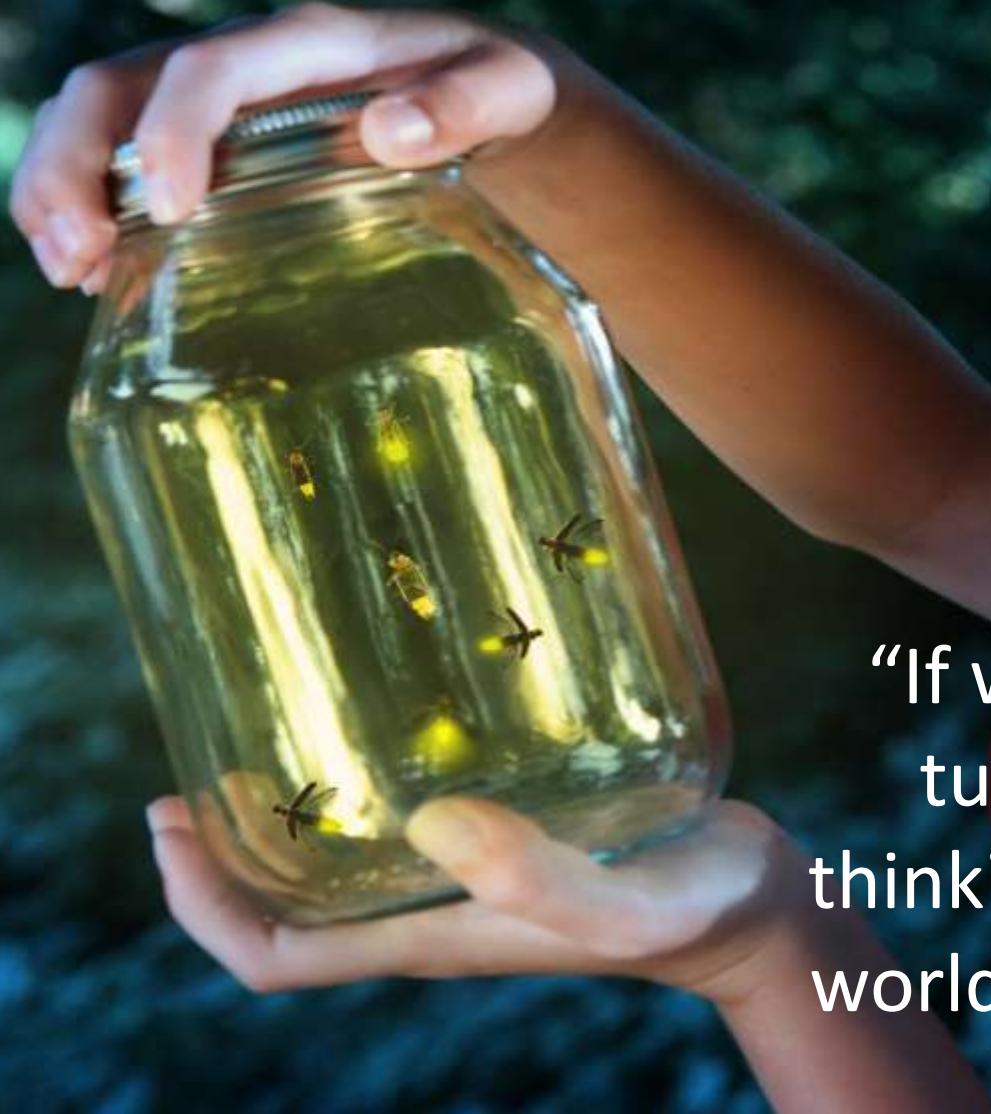
Deep Learning as the engine of coherence





Deep Learning: The Multiplier of Coherence

Joanne Quinn 2026



“If we want learners who can thrive in turbulent and complex times, apply thinking to new situations and change the world, then we must reimagine learning.”



- Agency and adaptability
- Human skills in an AI world
- Learning that transforms not transmits



New Pedagogies for Deep Learning

A Global Innovation Partnership



New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

NEW PEGAGOGIES FOR DEEP LEARNING (NPDL)

A Global Innovation Partnership





What's Deep About Deep Learning?

Joanne Quinn 2026

Global Competencies for Deep Learning-6Cs

Deep Learning is the process of developing the six global competencies



Character

- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action



Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens



Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity



Creativity

- Economic and social entrepreneurship
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action



Critical Thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting and taking action on ideas in the real world

What you observe about the learning in this video?





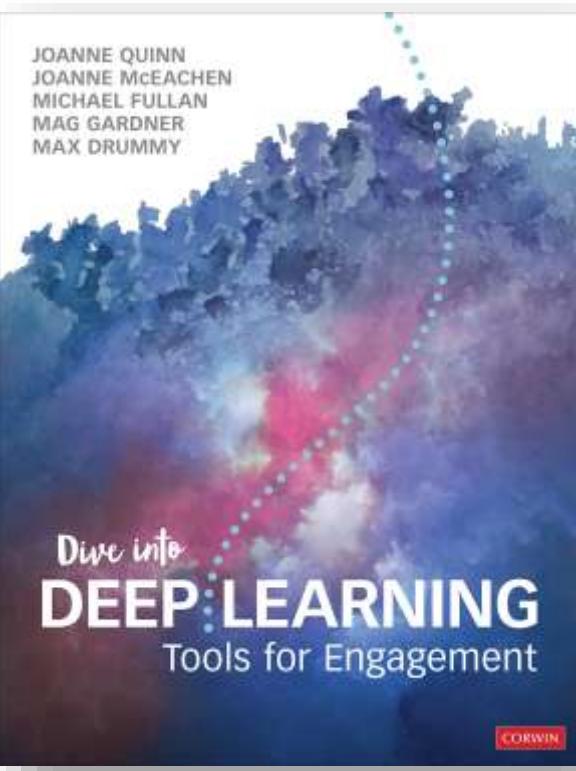
[Connecting Science to Problem-Solving in the Real World 1080P.mp4](#)

Four Elements of Learning Design

Four elements of learning design support teachers to create rich deep learning experiences that develop the 6Cs.



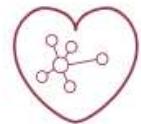
New Metrics: Measure what Matters



Deep Learning Progressions

114

SECTION 03 | Learning Progressions



Character Deep Learning Progression

Learning to deep learn, armed with the essential social and emotional character traits of self-directed learning, grit, tenacity, perseverance, and resilience, the ability to make learning an integral part of living; and to proactively change outcomes for themselves and others.



New Pedagogies for
Deep Learning™
A GLOBAL PARTNERSHIP

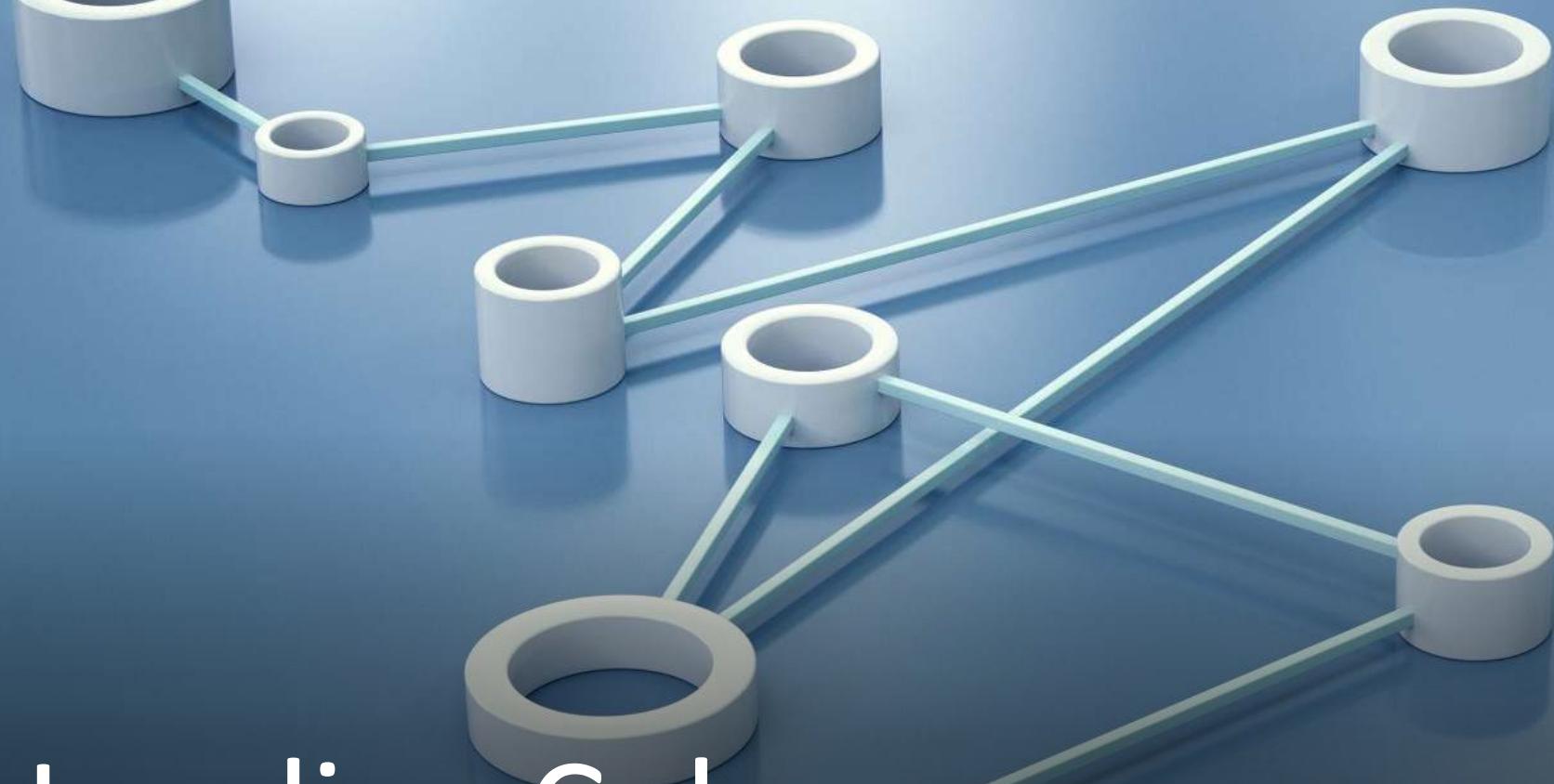
Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Self-directed learners with a proactive stance toward life and learning to learn	<p>When given a Deep Learning experience, learners need a lot of direction and structure. They expect to be given rather than to create a plan.</p> <p>Learners do not yet demonstrate an openness to learning.</p>	<p>With guidance, learners are starting to build their skills in planning and making choices and decisions about their learning.</p> <p>Learners can work with teachers to choose a topic and find or create an opportunity to learn what they need.</p> <p>Learners are beginning to view errors and feedback as opportunities to learn.</p> <p>Learners are beginning to demonstrate a positive view toward learning; they are developing a sense of self-efficacy and interest in achievement.</p>	<p>Learners are increasingly taking responsibility for their own learning, both as individuals and within groups.</p> <p>They can plan their approach to tasks, monitor their own progress, and reflect on and improve the quality of their work as they do it.</p> <p>They welcome feedback as an opportunity to learn and improve.</p> <p>Learners show a positive view toward learning and understand that this willingness to learn leads to achievement.</p>	<p>Learners have strong capabilities in self-regulation, self-reflection, and taking responsibility for their own learning. They can think effectively, make decisions for themselves, and take ownership of their learning.</p> <p>Learners seek feedback as needed and either adjust the current learning experience or improve the next learning task.</p> <p>Learners regularly show a positive learning stance that is open to learning. They are eager to bring their best to each learning and achievement opportunity. They are learning to balance the drive to succeed with other important aspects of life.</p>	<p>Learners are highly efficient at finding and creating their own learning opportunities in ways that help them build the knowledge and skills they will need to succeed in life and to create worthwhile solutions.</p> <p>Learners are self-directed, self-regulated co-learners and co-designers of the learning.</p> <p>Learners actively seek out feedback and use it to better understand their approaches to learning.</p> <p>They see learning as an integral part of life. Learners share their positive outlook with others and have a drive to do their best, even in challenging circumstances. They balance their drive to succeed with other important aspects of life.</p>
Grit, tenacity, perseverance, and resilience	<p>Learners become discouraged or give up when faced with challenges, unexpected problems, or negative feedback when trying to complete a task, experience, or action. This seriously impacts their ability to work through the challenge and find a solution.</p>	<p>Learners require support and encouragement to deal with setbacks, negative feedback, and difficult challenges.</p> <p>They are starting to show some grit and resilience but tend to lose momentum unless supported.</p>	<p>Grit, tenacity, perseverance, and resilience are developing in the way learners approach and complete their Deep Learning or experience and deal with challenges.</p> <p>Major setbacks or negative feedback may challenge them. They deal well with small to moderate challenges, pausing and reflecting to think of new solutions and persisting until they find a breakthrough.</p>	<p>Grit, tenacity, and perseverance are clearly evident in the way learners approach and complete their Deep Learning tasks.</p> <p>In the face of major setbacks or negative feedback, they pause, reflect, adapt as necessary, and approach the issue with determination until they find a breakthrough.</p> <p>Learners are able to articulate how and why these character qualities are essential for life and work.</p>	<p>Learners have highly developed grit, tenacity, perseverance, and resilience.</p> <p>This allows them to be flexible and work through and support others through challenges.</p> <p>Feedback and challenges are sought out and used as an opportunity to learn.</p> <p>They understand the importance of these character qualities as essential for creating meaningful change in life, work, and the world.</p>

Collective Inquiry using the School Conditions Rubric

School Conditions Rubric

Dimensions	Limited	Emerging	Accelerating	Advanced
Vision and Goals	There are no Deep Learning strategies, goals or implementation supports in place to achieve Deep Learning. Decisions and resources reflect the status quo.	Deep Learning strategies and goals are formally written and articulated. Some decisions regarding resources, processes and funding reflect a shift towards Deep Learning.	There is a written and understood strategy articulating Deep Learning goals and how Deep Learning is implemented. Deep Learning is driven by a clear purpose.	A concise, well-articulated strategy with focused Deep Learning Goals and implementation support is owned by all members of the school community and used to drive decision making.
Leadership	Leaders rely on formal roles and structures and view Deep Learning as an add-on rather than integrator and accelerator of processes. There is no strategy to intentionally develop leaders and engagement in deep learning is restricted to a few early innovators.	Lead-learners are emerging across the school who clearly see their role in developing leaders, structures and formal and informal opportunities, fostering Deep Learning. Student, teacher and community engagement in Deep Learning is emerging.	Lead-learners are emerging across the school who clearly see their role in developing leaders, structures and formal and informal opportunities, fostering Deep Learning. Student, teacher and community engagement in Deep Learning is emerging.	Lead-learner capacity exists with a clear strategy to develop, diffuse and distribute leadership capacity across the school. Students, families, communities and all members of the school community are informed, engaged and influential in deep learning for all students.
Collaborative Cultures	Collaboration between and among leaders, teachers and learners is through co-operation without any depth or challenge. Leaders are not using the collaborative culture to support collective capacity building.	Leaders are using the collaborative culture to support collective capacity building. Resources to support collaboration is emerging, but may not always be focused, connected or consistently used to foster Deep Learning.	Leaders are using the collaborative culture to support collective capacity building. Resources to support collaboration is emerging, but may not always be focused, connected or consistently used to foster Deep Learning.	A culture of learning and collaborative inquiry exists in which most teachers and leaders reflect on, review and adjust their teaching practice. Capacity building is based on teacher leadership and is clearly focused on skills needed for Deep Learning. Through vertical and horizontal relationships, collaboration and trust are growing and practices are becoming more transparent. School-level inquiry and learning involves teachers from all levels, who may also be collaborating across schools.





Leading Coherence for System Transformation

Coherence



Deep Learning

System connectedness



Engagement
Achievement
Workforce readiness



System Transformation

Collective Clarity in Action

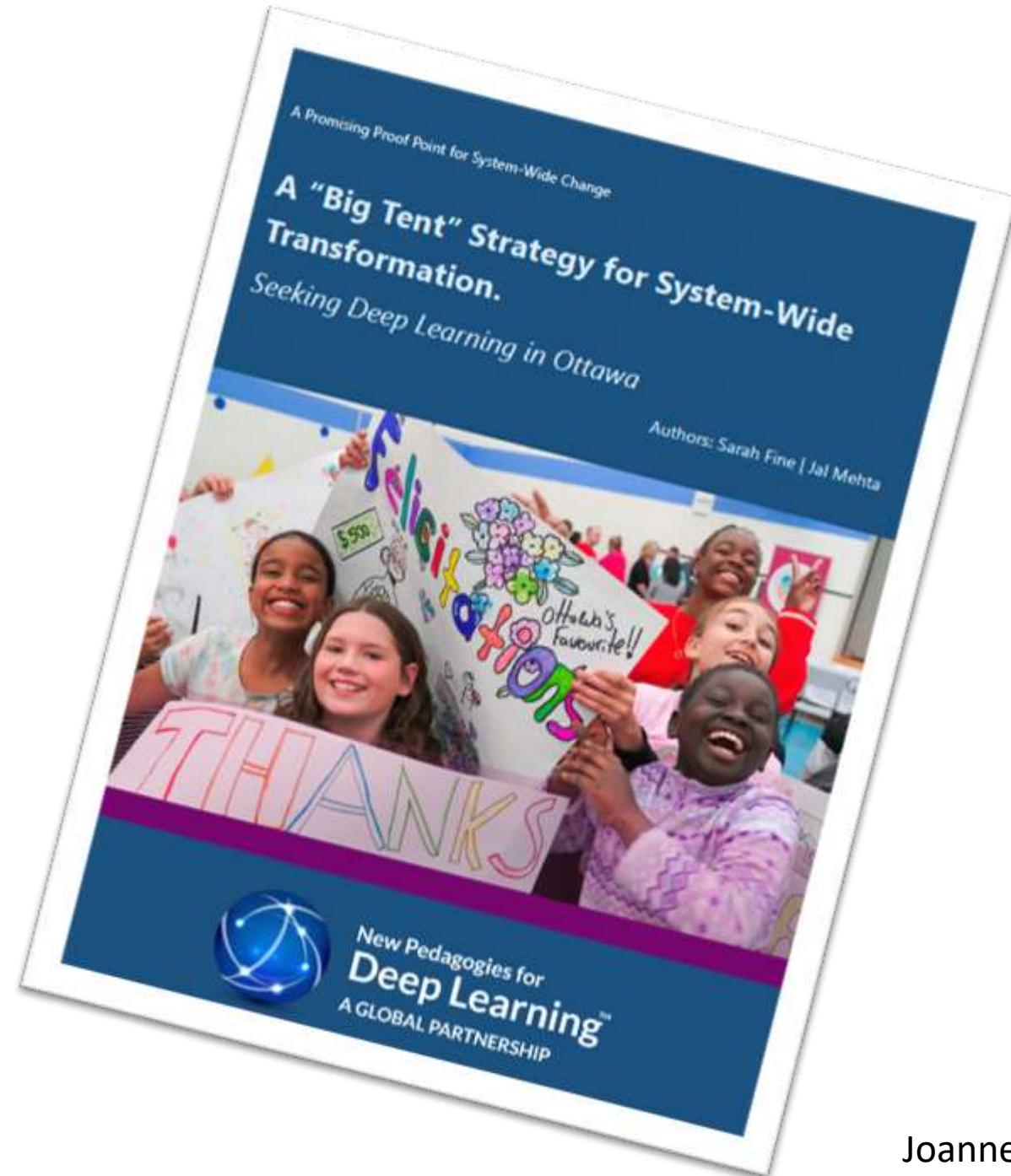


Deep Learning at the OCSB



https://youtu.be/727g9OUDv_E

What was powerful ?





Ohio Vignette 1: From Credit Recovery to Purposeful Learning

Context

- Large urban district
- Chronic absenteeism and credit recovery pressures

OHIO Links:

- **Workforce Aligned Skills:** communication, problem- solving, civic contribution
- **Graduation indicators**
- **Student engagement**

The Shift

Reframed credit recovery around Deep Learning Tasks

Students engaged in community-based challenge with core ELA and Math standards embedded

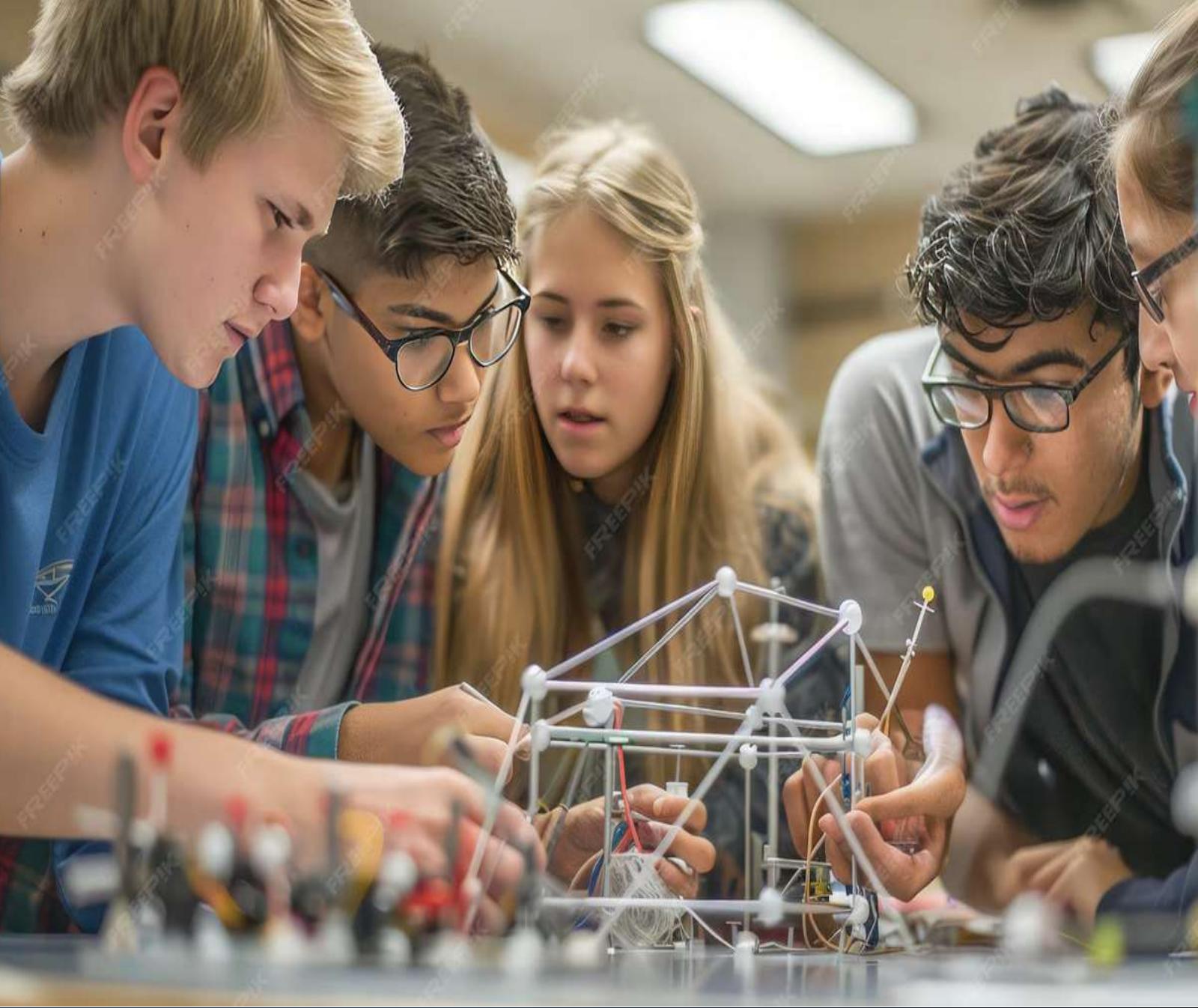
Students publicly presented solutions to city planners

Impact

attendance improved because learning was worth showing up for

Students earned credits through demonstrated mastery

Teachers collaborated across departments



Ohio Vignette 2: **Workforce Readiness without Losing Kids to the City**

Context

- Rural district
- Declining enrollment
- Limited local workforce pipeline

OHIO Links:

- Workplace development
- Career pathways
- Community vitality

The Shift

District partnered with local healthcare providers, and agri business

Students engaged in career- connected deep learning projects

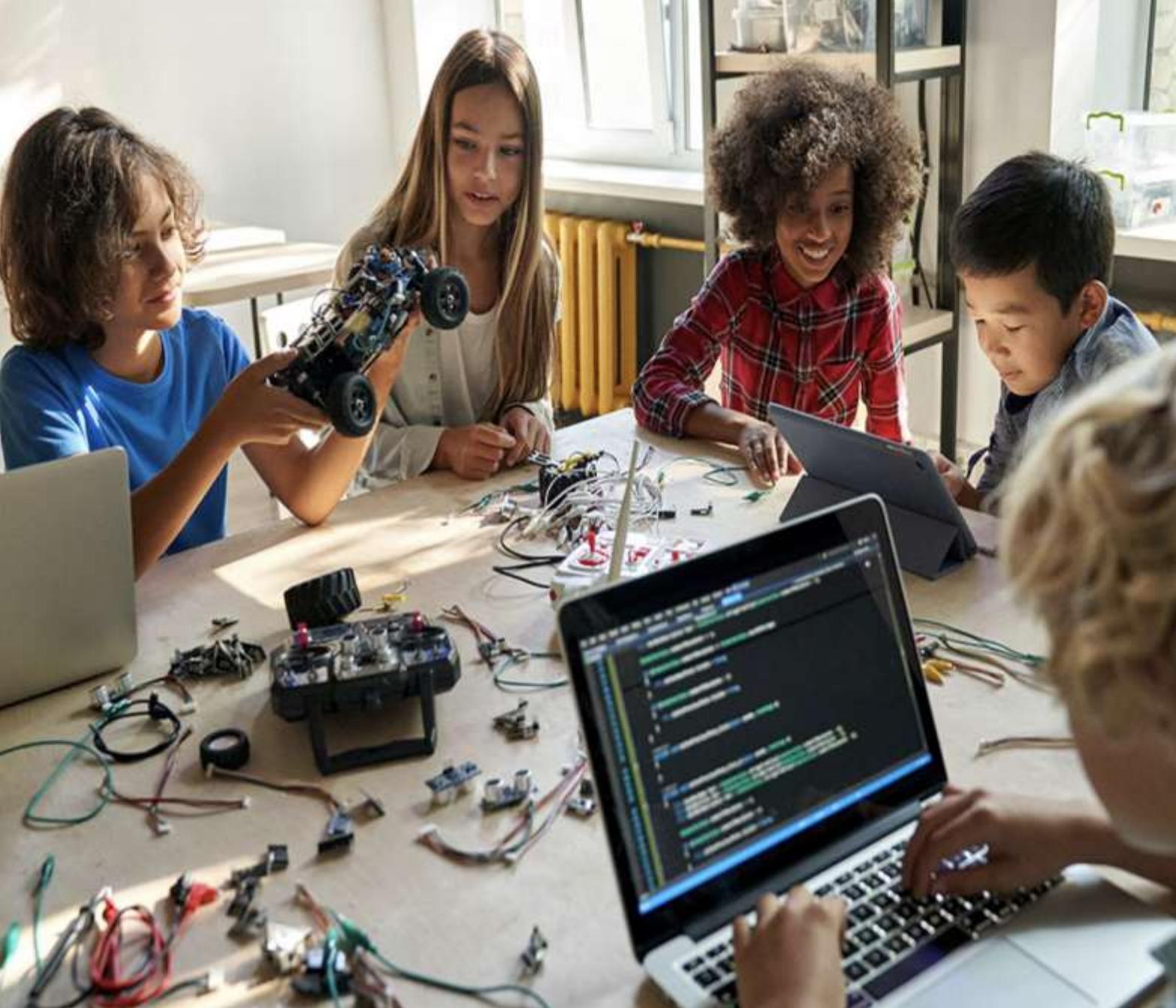
AI and digital tools used to expand access and expertise

Impact

Students saw a future in **their** community

Employers became learning partners

Teachers redesigned assessment around performance and reflection



Ohio Vignette 3: AI as a Learning Accelerator- Not a Shortcut

Context

- Didn't ask whether to allow AI- they asked how AI could deepen learning while preserving academic integrity

OHIO Links:

- Academic integrity
- Future ready skills
- Responsive AI guidance

The Shift

Teachers used AI to generate ideas or feedback

Focus on student agency, ethics and instructional use

Documented learning decisions and revisions

Impact

Assessment shifted from 'Did you use AI?' to "What did you learn because you used AI?"

AI as a learning accelerator

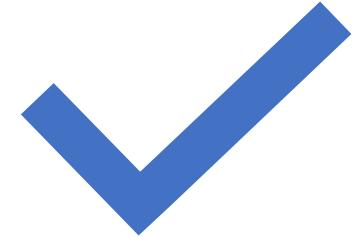
Breakout Session

Coherence Moves

Bring one idea back



What powerful
coherence moves
did you observe?

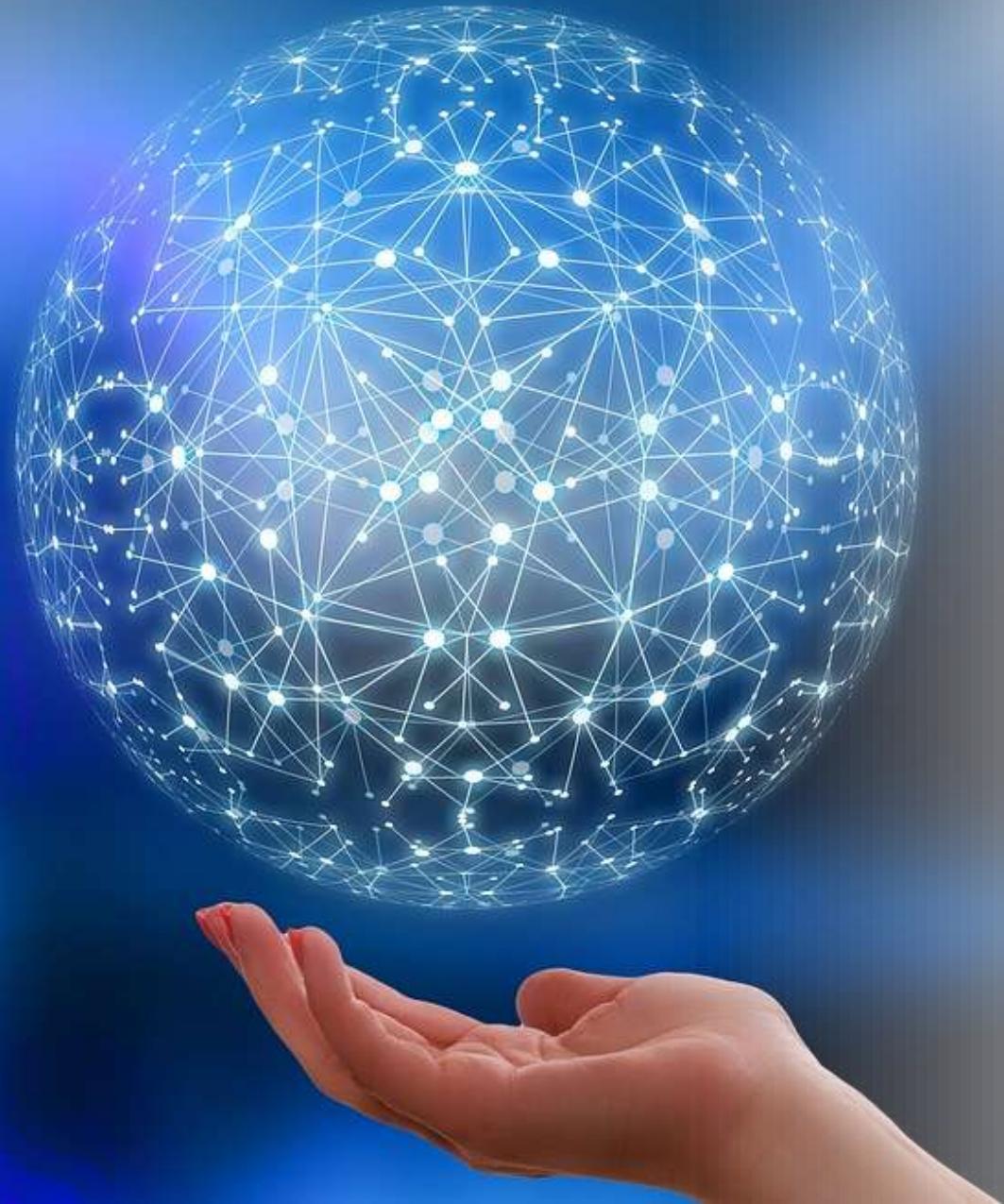


How could the
moves apply to
different contexts



Coherence Moves

- Narrow priorities
- Model learning- focused leadership
- Build capacity not dependence
- Create reciprocal accountability



From Complexity to Coherence

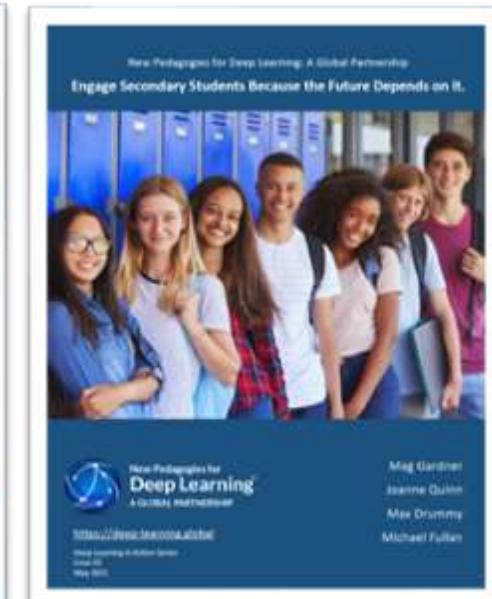
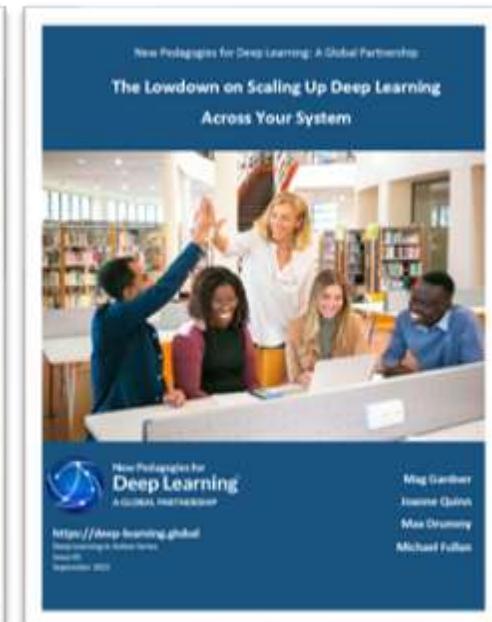
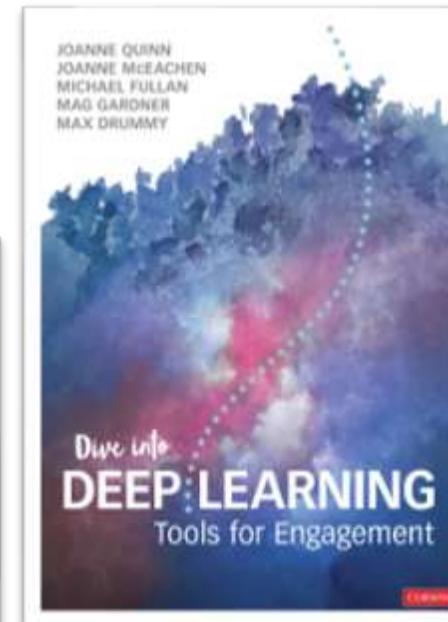
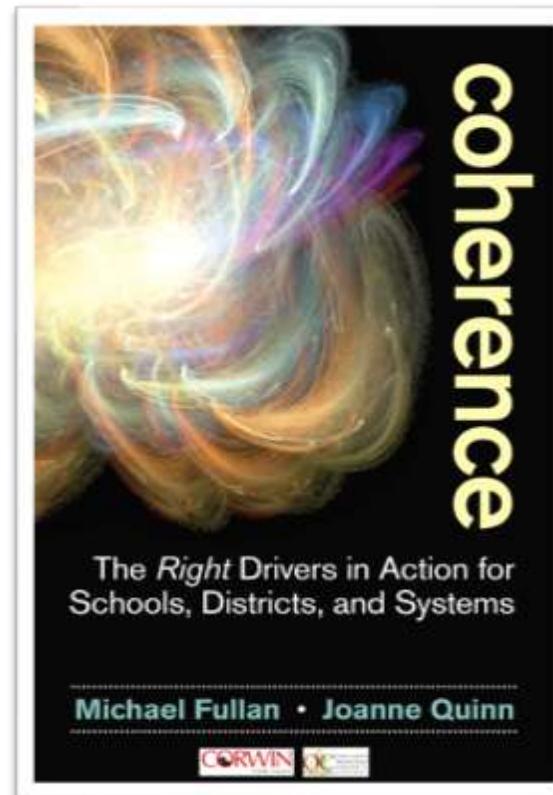
- Coherence is a leadership discipline
- Deep Learning is an integrator and multiplier
- Systems improve when learning improves

What is one
coherence move
you will make in
the next 90 days
that will directly
impact student
learning?



Learn more...

<https://bit.ly/0HIOJQ26>



<https://deep-learning.global>



Engage the World Change the World
Good at learning Good at life

Deep Learning: Engage the World Change the World (2018)