The best learning takes place in teams that accept that the whole is greater than the sum of its parts. What about managers who find themselves in a robot culture? Clearly, the members' understanding of their world improves. In the first year the results of this new game were scanty, mostly a reflection of the learning that is taking place. The use of dynamic models helps us discover other ways to accelerate institutional learning. Curiously enough, we learned to do that by working with dynamic models. People discover that in complex systems cause and effect are separated in time and place. The planner can ask the consultant to play back and forth with a computer model of the company's strategies, and the consultant will say: “All right, let’s see how we can change it. Let’s go and see what would happen if we did this or that.” As it turned out, the price of oil was still 17 and in April it was 16 a barrel. Will you accept the price of 15 a barrel? (Bear in mind that in early January of 1986 the price was $27.)

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Planning for learning Introduction Why more guidance? Why do I need to plan? Do plans always have to be written down? Planning for learning. Introduction. This booklet has been designed to supplement the Curriculum guidance for the foundation stage, published by QCA in May 2000. The results show the low level of learning strategies of planning in comparison with other cognitive and metacognitive learning strategies. The study revealed a lack of correlations among planning strategies and cognitive abilities, academic performance, research activity, which confirms insufficiency of planning skills. Students are the golden generation that will greatly color the order of life of previous generations. Therefore cultivation of the value of the importance of mastering the Although notions of learning as planning are clearly not new (Ackoff, 1977; De Geus, 1988), the planning of strategy through explicitly learning-related contexts is still not at all commonplace (Mintzberg, 1994). Examples of organizations learning to change and adapt before a crisis impacts have been the subject of papers co-authored by one of us (Smith & Saint-Onge, 1996; Drew & Smith, 1995). The planner is designed to make teachers think deeply about the learning, before planning a single learning experience. It's always a collaborative process, including much thinking and discussion. We start from the end. What do we want students to understand? We are trialling Managebac, an integrated management system for IB schools. As always, we start from the learning. If teachers are going to buy in, they need to see how we can use it to enhance learning, not just as an organisational tool.