**EVERYTHING SCHOOLS DON’T TEACH**

This book seeks to answer two key questions:

* What are your children are being taught at school?

and

* What do they need to be taught in order to guarantee success for themselves in all their future endeavors, in education, jobs, careers, businesses and life itself?

If those two answers are not the same, then in this book I will show you exactly what you can do to make sure your children do learn everything they need for success no matter what school system they are engaged with.

This book might be my last book for parents because I am nearing retirement age but I have been a teacher for 38 years, I have worked in over 300 schools in 38 countries, more than 250,000 students have been through my ‘thinking and learning’ skills training programme and I have worked with many thousands of teachers and parents. In all that time my greatest joy has been that moment when a flame is lit in a child’s eye. That happens when they discover three things:

1. a rationale for why they may have struggled with learning some things in the past
2. an experience of effortlessly learning something that they thought was impossible for them, and
3. lots of practical strategies they can use immediately which enable them to continue to learn successfully in every subject and environment they find themselves in.

These are the things I have taught hundreds of thousands of students worldwide but these are the things that are still not explicitly taught in most schools.

I began my teaching career before the advent of the internet, before cell phones and long before AI. These three things have changed the lives of every person on this planet but have had little impact on education. Comparing the design of learning itself in my school (my final year at school was 1972) and schools today I find the same set of five basic assumptions seem to prevail:

* learning means gaining knowledge and understanding in many discreet subject disciplines
* learning is hard work
* what, where, when and how learning happens are all determined by teachers
* teachers set and mark all assessments and exams
* students’ academic success is determined by performance in summative assessments

Throughout my career I have challenged all of these assumptions – very successfully.

The key thing that this model of learning doesn’t take into account is that humans are intrinsically motivated to learn. It is what we do. Its how we survive and grow and prosper. If what we are learning is interesting to us, has meaning and purpose and relevance to our lives we don’t need inducements to learn. Given the right tools – learning strategies and techniques - we can learn when and where and how we need to and we gain enough satisfaction from successful learning itself for it to become intrinsically motivating and sustainable.

Learning becomes difficult for any child if they do not know how to turn what they get from the teacher, the textbook, the internet or from life itself into knowledge, understanding, application and accurate recall for themselves. This process of generating knowledge, understanding, application and recall requires the use of effective thinking, learning and information processing skills.

This is the blindspot for most education systems and most schools. All schools teach to a curricula which usually specifies very exactly the subject knowledge, understanding, recall and application goals expected of students at every level of schooling but there is usually no curricula specified of all the particular thinking, learning and information processing skills that are needed by each students in order to achieve those goals.