

**PISA 2012 Results: Creative Problem Solving: Students' Skills in Tackling Real-Life Problems
(Volume V)**

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Corrigenda

Page 119, Box V.5.2. “Developing a curriculum for the 21st century in Alberta (Canada)” should read as follows:

Canada is a relative latecomer to the top of the international education rankings. Unlike Japan or Singapore, Canada found itself among the best-performing countries only after the release of the PISA rankings in 2000. Since then, Canada has consistently performed above the OECD average in PISA, although performance declined in 2012 relative to the previous assessments. At the regional level, when compared to the other nine Canadian provinces, Alberta, along with British Columbia, stands out for its strong performance. In PISA 2012, Alberta students scored 517 points, on average, in mathematics and 539 points in science. With 531 points in problem solving, their performance is in line with Canada’s average performance.

Canadian education is governed at a provincial level; thus education systems in each of the ten provinces and three territories have their own history, governance structure, and education strategy. The Government of Alberta recently decided to develop a new vision for the future of teaching and learning, one that will inspire the curriculum for the 21st century. Through a series of province-wide consultations starting in 2009, the government developed a curriculum redesign project (Alberta Education, 2010). While Albertans expressed pride in their schools and universities, they also voiced the need for a transformation of the education system in order to help students engage in a rapidly changing knowledge-based society. These participatory dialogues inspired and informed the project, an ongoing initiative that involves revising the curriculum with the aim of developing engaged thinkers and ethical citizens with an entrepreneurial spirit.

In this context, a **Ministerial Order on Student Learning** was developed that identifies critical thinking, problem solving and decision making as key cross-curriculum competencies (Alberta Education, 2013a, 2013b). This involves, for example, developing the confidence and skills in students to solve different types of problems, including novel and ill-defined tasks and tasks related to their learning, work and personal lives; stimulating the use of multiple approaches to solving problems; and modelling students’ ability to transfer knowledge and experience gained in the past to solve problems and make decisions in the future. Proposals for further collaborative curriculum development are under review and the new curriculum is **targeted to be developed by 2016.**

The open consultation leading to the formulation of the 21st Century Skills Curriculum in Alberta proves that problem-solving skills are valued by the economy and society at large. It also shows how curriculum reforms can provide opportunities to involve stakeholders – including parents, employers, and students themselves – in education, so that learning becomes a common goal and a shared responsibility.

Sources: Alberta Education (2010); Alberta Education (2013a); Alberta Education (2013b).