

令和7年度 愛知教育大学大学院・静岡大学大学院  
教育学研究科共同教科開発学専攻 入学試験

外国語  
(英語)

1  
2

受験  
番号

【第1問】 次の英文を読んで、下記の質問に答えなさい。

The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. <sup>(1)</sup> When students are agents in their learning, that is, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to define objectives for their learning. These students are also more likely to have “learned how to learn” – an invaluable skill that they can and will use throughout their lives.

Agency can be exercised in nearly every context: moral, social, economic, creative. For example, students need to use moral agency to help them make decisions that recognise the rights and needs of others. While a well-developed sense of agency can help individuals achieve long-term goals and overcome adversity, <sup>(2)</sup> students need foundational cognitive, social and emotional skills so that they can apply agency to their own – and society’s – benefit.

Agency is perceived and interpreted differently around the world. Some languages have no direct translation for the term “student agency” as it is used in the OECD Learning Compass 2030; interpretations will vary across different societies and contexts.

Nonetheless, the notion of students playing an active role in their education is central to the Learning Compass and is being emphasised in a growing number of countries.

In education systems that encourage student agency, learning involves not only instruction and evaluation but also co-construction. Co-agency is when teachers and students become co-creators in the teaching-and-learning process. The concept of co-agency recognises that students, teachers, parents and communities work together to help students progress towards their shared goals.

問1. Student agency は、この文中では、どのような能力と定義づけられているか？ 日本語で説明しなさい。

問2. 下線部（1）を日本語に訳しなさい。

問3. 下線部（2）を日本語に訳しなさい。

問4. Co-agency について日本語で説明しなさい。

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2

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【第2問】 次の英文を読んで、下記の質問に答えなさい。

著作権の関係上未掲載としています。

出典：毎日新聞社, Japan city used AI to find students at risk of school refusal, The Mainichi, 2024.08.16

- 問1. 下線部(1)の「school refusal」を日本語に訳せ。
- 問2. 「school refusal」の原因となりうることを本文から具体的に3つ選び、英語で列挙せよ。
- 問3. 上記記事において、文部科学省は「school refusal」の増加の原因が何であると主張しているか？日本語で説明せよ。
- 問4. 下線部(2)の red, pink, orange, yellow は何を表しているか？「高い」「低い」を用いて説明せよ。
- 問5. 戸田市教育委員会の取り組みについて、あなたが考える期待できることと懸念されることをそれぞれ1つずつ日本語で簡潔に記述せよ。

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解 答 用 紙

外国語  
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【第1問】

問1.

問2.

問3.

問4.