

2024 年度 大学院 1 期 入学者選抜

文教大学大学院 教育学研究科

学校教育専攻（修士課程）

「英語」問題

受験番号	氏 名

文教大学大学院

[1] 次の英文は、*OECD Future of Education and Skills 2030* からの抜粋です。これらを
読んで、文中の下線部(1)～(5)を日本語に訳しなさい。

The Learning Compass 2030 is composed of seven elements:

1. Core foundations

The OECD Learning Compass 2030 defines core foundations as the fundamental conditions and core skills, knowledge, and attitudes and values that are prerequisites for further learning across the entire curriculum. The core foundations provide a basis for developing student agency and transformative competencies. All students need this solid grounding in order to fulfil their potential to become responsible contributors to and healthy members of society.

2. Transformative competencies

⁽¹⁾ To meet the challenges of the 21st century, students need to be empowered and feel that they can help shape a world where well-being and sustainability –for themselves, for others and for the planet– are achievable. The OECD Learning Compass 2030 identifies three “transformative competencies” that students need in order to contribute to and thrive in our world, and shape a better future: creating new value, reconciling tensions and dilemmas, and taking responsibility.

3. Student agency/co-agency

⁽²⁾ Student agency is defined as the belief that students have the will and the ability to positively influence their own lives and the world around them as well as the capacity to set a goal, reflect and act responsibly to effect change. Student agency relates to the development of an identity and a sense of belonging. When students develop agency, they rely on motivation, hope, self-efficacy, and a growth mindset (the understanding that abilities and intelligence can be developed) to navigate towards well-being. This enables them to act with a sense of purpose, which guides them to flourish and thrive in society. Students learn, grow, and exercise their agency in social contexts, and this is why co-agency is also crucial. Students develop co-agency in an interactive, mutually supportive, and enriching relationship with their peers, teachers, parents and communities in an organic way in a larger learning eco-system.

4. Knowledge

⁽³⁾ As part of the OECD Learning Compass 2030, knowledge includes theoretical concepts and ideas in addition to practical understanding based on the experience of having performed certain tasks. The Education and Skills 2030 project recognizes four different types of knowledge: disciplinary, interdisciplinary, epistemic, and procedural.

5. Skills

Skills are the ability and capacity to carry out processes and be able to use one’s knowledge in a responsible way to achieve a goal. ⁽⁴⁾ The OECD Learning Compass 2030 distinguishes three different types of skills: cognitive and metacognitive; social and emotional; and practical and physical.

6. Attitudes and values

Attitudes and values refer to the principles and beliefs that influence one’s choices, judgements, behaviors, and actions on the path towards individual, societal and environmental well-being. Strengthening and renewing trust in institutions and among communities require greater efforts to develop core shared values of citizenship in order to build more inclusive, fair, and sustainable economies and societies.

7. Anticipation-Action-Reflection cycle

The Anticipation-Action-Reflection (AAR) cycle is an iterative learning process whereby learners continuously improve their thinking and act intentionally and responsibly. In the anticipation phase, learners become informed by considering how actions taken today might have consequences for the future. In the action phase, learners have the will and capacity to take action toward well-being. ⁽⁵⁾ In the reflection phase, learners improve their thinking, which leads to better actions towards individual, societal and environmental well-being.

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OECD Future of Education and Skills 2030 OECD Learning Compass 2030
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