

第18回研究講座のまとめ

Tech Workshop

2020年の目標ポスターを作ろう

<https://bit.ly/2smAxJg>

Student Agency

日本語の定義

Agencyには 代理店、機関、仲介、媒介、作用、働き という意味があるが “Student Agency” という言葉にはそれらは当てはまらないので意識が必要になります。ここでは裁量、選択権、（物事を決める場への）参加権・発言権という意味で捉えましょう。

Discussion 1

TED Talk Students need to lead the classroom, not teachers から “They were trained to focus on answers rather than questions.”（生徒たちは質問よりも答えに集中するように訓練されているのです。）に共感しますか。

Discussion 2

Peter Senge (2012) Schools That Learnから Consider the teachers who touched you as a student, not because they knew the answer but precisely because they didn't know. Their curiosity inspired you, and their passion fired your imagination. They were so excited about what you might learn together that you loved them as teachers.（先生方が答えを知っていたからではなく、まさに答えを知らなかったことで、生徒としてのあなたに影響を与えてくれた先生方のことを思い出してください。）の体験がありますか。

Discussion 3

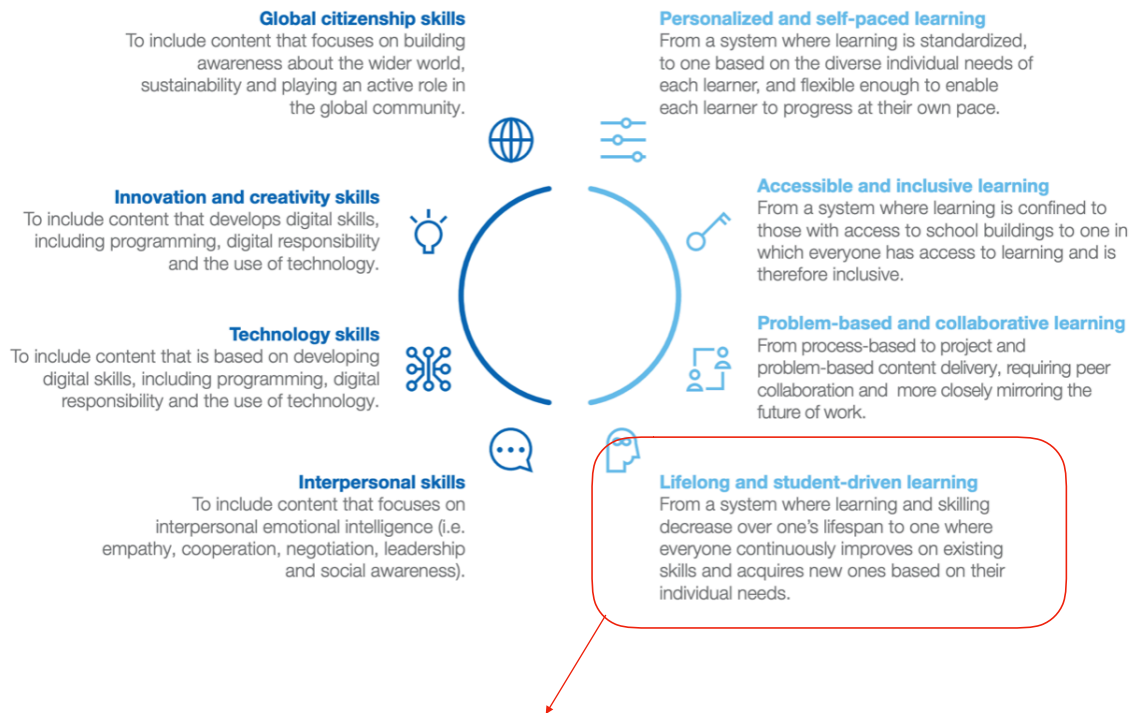
Peter Senge (2012) Schools That Learnから Students are the only players who see all sides of the nested systems of education, yet they are typically the people who have the least influence on its design. In that sense, they are often (especially as they move on to middle school and high school) like drivers in a long traffic jam. They feel blocked by something they can't quite see, tempted to swarm past each other competitively, and unable to do anything about the problem.（子どもたちは教育の枠組みのすべてを見る立場であるにもかかわらず、教育の構想や設計については最も影響力のない人たちなのです。）に共感しますか。

Student Agencyを子どもたちに与えるべきか

経済界の視点

The World Economic Forum Education 4.0 Framework (2020)

<https://www.weforum.org/reports/schools-of-the-future-defining-new-models-of-education-for-the-fourth-industrial-revolution>



According to one estimate, by 2022 alone, everyone will on average need an extra 101 days of learning to keep pace with the changing world of work.

仕事内容の変化に追いつくためにすべての人に101日の学習(研修)が必要になります。

To realise this vision, a love of learning must be instilled in children from a young age.

卒業したから学ぶ必要がなくなるのではなく、逆に学習時間が増えるという現実を認識するには、子どもたちに小さい頃から学ぶことの喜び・楽しさの体験をしみ込ませるべきでしょう。

Fostering this mindset will require **student agency** to be a key factor in schooling. Notable experts have long-championed student-centred approaches, highlighting that children are naturally inclined to be curious, and student choice helps to activate that natural curiosity.

この意識を育むためには**student agency**が学校教育の重要な要素として必要になります。

OECDの視点 - OECD Future of Education and Skills 2030 (2019) から

<http://www.oecd.org/education/2030-project/>

The metaphor of a learning compass was adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts, and find their direction in a meaningful and responsible way, instead of simply receiving fixed instructions or directions from their teachers.

コンパスの比喩は、先生からの指示ではなく、子どもたちが不慣れな環境や内容の中でも前進することを学び、意味と責任のある方法で行き先を探し出していく必要性を強調するために選びました。



Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change.

Student agencyとは変化を生み出すために、ゴールを設定し、振り返り、責任を持って行動する能力と定義します。

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.

Student agencyとは受け身になるのではなく、自ら行動すること。型に入れられてしまうのではなく、自ら形を創ること。そして他人が決めたことを受け入れるのではなく、自らが責任ある決断と選択をすること。

OECDはさらに一歩進めてCo-Agencyという考え方を提案しています。

可能性を見つけ出す「道具」を供給すること。

An effective learning environment is built on “co-agency”, i.e. where students, teachers, parents and the community work together (Leadbeater, 2017[6]). **One of the aims of education is to provide students with the tools they need to realise their potential.** In the broader education ecosystem, education goals are shared not only among students and teachers, but also with parents and the wider community. Therefore, students can find the “tools” they need to thrive not only in school, but also at home and in their community. In this context, everyone can be considered a learner, not only students but also teachers, school managers, parents and communities.

子どもたちは「道具」を学校、家庭、地域からを見つけ出すことができる。皆が学習者になる。

Discussion 4

可能性を見つけ出す「道具」とは何でしょう。

Deep Learning 研究者の視点

教師と子どもの有効な関係は公正、可視性、相互責任の原理の上に成り立つのです。

Michael Fullan & Maria Langworthy (2014) A Rich Seam

Effective partnering is built on principles of equity, transparency, reciprocal accountability and mutual benefit. When you listen to the stories of how the new pedagogies unfold with teachers and students, you find a unique thread at the heart of most of them. These stories are animated by descriptions of teacher-student relationships where **teachers are becoming partners in the learning with students.** Let us stress, teachers as mere facilitators are poor pedagogues. The teachers we interviewed almost unanimously recognised the importance of proactively learning alongside students, in contexts where students are contributing their own ideas, experiences and expertise to the learning process.

教師は子どもたちと学びのパートナーになる。

Noburo Hagiwara, Kolbe Catholic College

Differentiation 研究者の視点

Carol Ann Tomlinson (2014) The Differentiated Classroom

“So many students are physically present and psychologically absent.”

物理的には教室にいるけれども、心理的には欠席をしている生徒たちがたくさんいます。

Discussion 5

自分が心理的には欠席をしている生徒だった経験、あるいはそのような生徒が教室にいますか。

子どもたちが自分の学習に責任を持つように手助けする。

a pivotal classroom goal is to **help students take charge of their own learning**—to help them seek awareness of learning goals, become increasingly conscious of their status relative to those goals, and make plans that support their movement steadily toward (and perhaps beyond) the goals. **Encouraging students to analyse their own work relative to clearly articulated goals and criteria for success helps them consistently grow in independence, agency, and self-efficacy as learners.**

自分の学習成果を明確なゴールと成功の基準に照らして分析する習慣を促して、学習者としての自立、裁量、有効性を伸ばすのです。

教育心理学研究者の視点

Howard Gardner (2019) Towards Collective Well-Being

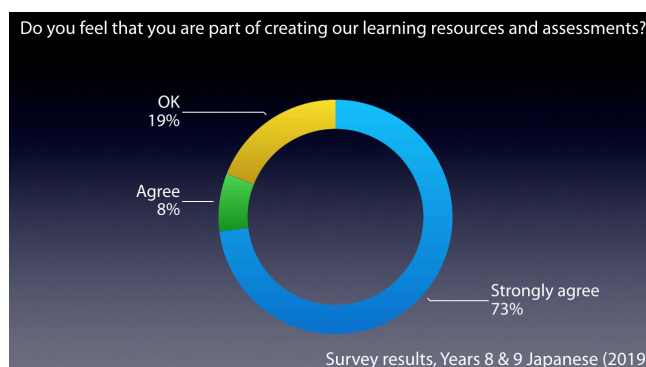
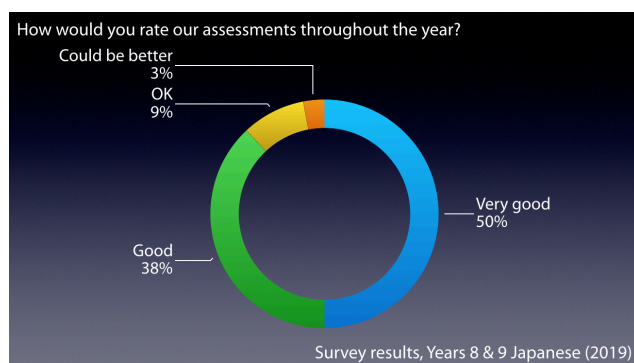
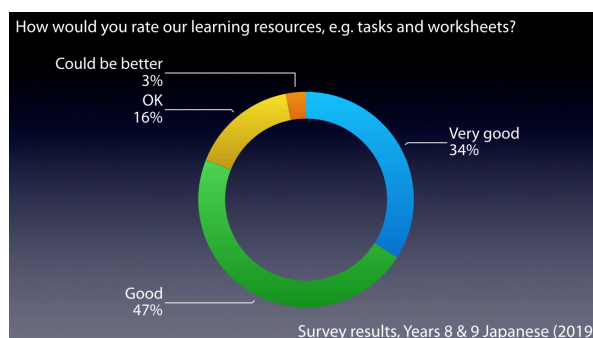
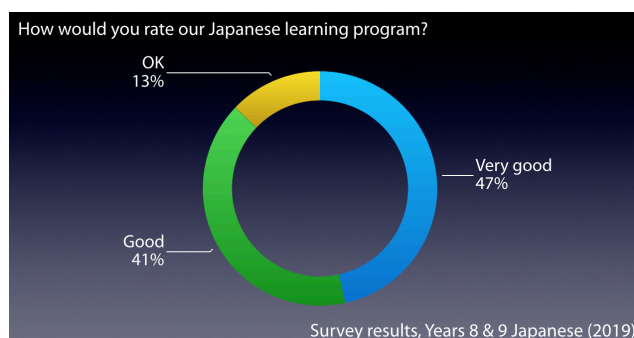
In modern industrial and post-industrial societies, **it is very important for students to develop a sense of agency, the belief that they have the power to understand and to affect the current environment—personal, social, professional, communal.** Most human beings throughout history have NOT had a strong sense of **agency**. They followed customs and did what they were told to do. So even having the sense that one has control over some aspects of one’s life is a considerable achievement, and one that does not occur without support and without a sense of agency.

子どもたちが裁量権の意識、自分には自分を取り巻く環境を理解し変化をもたらす力があるという信念、を育てることはとても重要です。

Discussion 6

自分の教育実践のどの部分で、どの単元でStudent Agencyを実践することができるか。

私の昨年の実践紹介（学習内容、評価を生徒たちとの話し合いを通して決定し実施した）と年度末の調査結果



ある生徒の意見

What I like about the learning program is that it doesn't put stress on the students and students are able to balance other subjects and be able to achieve to their full potential. Having traditional tests and assessments put a large amount of stress on the students whereas with **this form of assessments it allows for the student to be in charge of their own learning leading to development in skills needed for adult life.** Another thing I like about these assessments is that **it shows the students potential and development in their learning rather than how easily or quickly students memorise information to later forget after they finish the test or assessment.** As well as some students get test anxiety which can cause them to score lower on tests and limiting that students confidence and want to learn. Places like Finland have already implemented these techniques of teaching and have one of the highest success rates for education in the world. And as teenagers we need to balance our social life, family time, extra curricular activities, sports, homework, sleep, eating the right foods and time for ourselves it becomes highly stressful when you try to balance all of them at once. With Japanese it takes the stress out of learning and actually makes it enjoyable. It makes me and other students want to learn Japanese and to expand their abilities in the subject, and that is what learning and school should be all about.

学習活動の様子

Active Learning in language classes

Student Agency どうやって

Discussion 7

Student Agencyを教科や教科外学習の中でどうやって実践するか。

教科学習の中でStudent Agencyを実践していこうと考える時、多くの先生方が「調べ学習」や「プロジェクト」を選ぶことが多いですが、その際の留意点は何でしょうか。

プロジェクトを始める前に考えるべきこと

Katie Martin (2020)

Success Criteria + Assessment

What do you want students to learn through this project?

What are the academic goals i.e knowledge, core content?

What are your social/ emotional learning goals?

What does success look like?

How are you structuring your assignments and tasks to help students meet the success criteria?

How will you communicate the goals and criteria for success to students?

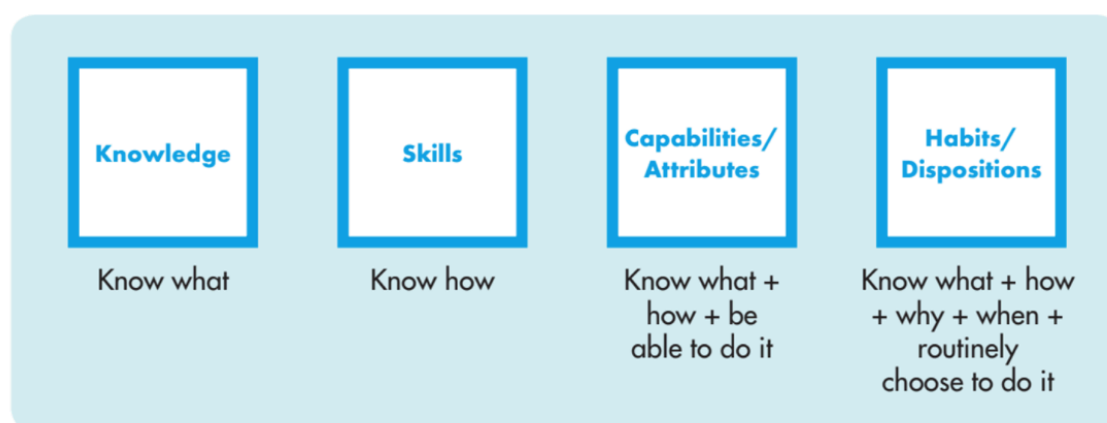
How might students self assess or set goals based on the success criteria?

When/ how might you provide feedback to students based on the success criteria?

プロジェクトをすることが目的ではなく、プロジェクトを通して何を学ぶかという学習活動の目的を明確に描いてプロジェクトをデザインすることが第一歩です。

さらに、学習活動を通して子どもたちの能力を下の図のように左から右へと発展させることが究極的な目的になると思います。

Figure 3. From knowledge and skills to dispositions via capabilities (Lucas, 2017)



2020年の年頭にあって、先生方へ贈る言葉

Hope is the virtue of a heart that doesn't lock itself into darkness, that doesn't dwell on the past, does not simply get by in the present, but is able to see a tomorrow. [Hope is the door that opens onto the future. Hope is a humble, hidden seed of life that, with time, will develop into a large tree. It is like some invisible yeast that allows the whole dough to grow, that brings flavour to all aspects of life. And it can do so much, because a tiny flicker of light that feeds on hope is enough to shatter the shield of darkness.](#) A single individual is enough for hope to exist, and that individual can be you. And then there will be another "you," and another "you," and it turns into an "us." And so, does hope begin when we have an "us?" No. Hope began with one "you." When there is an "us," there begins a revolution

Pope Francis (2017) TED Talk "[Why the only future worth building includes everyone](#)"