

令和8年度

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入学試験問題

外国語試験（英語）

注 意

1. 問題冊子は、試験開始の合図があるまで開かないこと。
2. 解答は、すべて別紙解答用紙の所定欄に記入すること。
3. この問題冊子は、表紙を除いて2枚である。もし不備の場合は、直ちに申し出ること。
4. 解答用紙は、1枚である。解答用紙の所定欄に、受験番号及び氏名を明確に記入すること。
5. 下書用紙は、1枚である。
6. 試験終了後、この問題冊子及び下書用紙は、持ち帰ること。

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科目名

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次の文は、教師の職務と報酬について書かれた著作の一部である。以下の問いに答えなさい。(紙製の辞書のみ持ち込み可)

問 1 (配点 30 点)

下線部について、They が何を指しているかを明らかにして訳しなさい。

問 2 (配点 70 点)

本文に基づき、教師が受け取る精神的報酬 (psychic rewards) の意味を説明し、自身の教育経験や被教育経験から具体例をあげながら考察しなさい。(300 字程度)

It is of great importance to teachers to feel they have “reached” their students—their core rewards are tied to that perception. Other sources of satisfaction (e.g., private scholarly activities, relationships with adults) pale in comparison with teachers’ exchanges with students and the feeling that students have learned. We would therefore expect that much of a teacher’s work motivation will rotate around the conduct of daily tasks—the actual instruction of students. In that regard, the exertion of effort and the earning of important rewards are congruent; They are not in the position of those who must trade away psychic rewards in order to make a living (Becker 1951). Teachers face different problems.

The nature of teacher rewards makes it important for us to understand what we can about the content of teacher goals. What do they mean by “reaching students”? Such knowledge will help us to get a better grasp of how schools work and how teachers define their tasks...

Psychic rewards are an important part of the total rewards received by classroom teachers. Since psychic rewards apparently revolve around classroom achievement, understanding their nature requires familiarity with how teachers define achievement. The way teachers see achievement will influence the level of psychic reward they achieve in their daily work. If they perceive achievement as easy and regular, their psychic rewards will be high and assured; but if they believe achievement is difficult and unpredictable, they will experience psychic rewards as scarce and uncertain. The flow of rewards in teaching has consequences for other aspects of occupational life.

To find connections among psychic rewards, the definition of achievement, and other features of

teaching, we must delve into the meanings teachers attach to accomplishment. The term *achievement* denotes “the act of accomplishing or finishing something.” ...

Dan C. Lortie, *Schoolteacher: A Sociological Study*, The University of Chicago Press, 2<sup>nd</sup> edition, 2002, p.106, p,109. (一部改变)