

実践研究

中学校の体育授業への責任学習モデル導入に向けた検討 —保健体育科教師へのインタビューを通して—

Study looking to the introduction of the Teaching Personal and Social Responsibility (TPSR) model into physical education in junior high schools
—Through interviews with health and physical education teachers—

比嘉 靖¹⁾ 梅垣 明美¹⁾ 村上 なおみ¹⁾
Yasushi Higa¹⁾ Akemi Umegaki¹⁾ Naomi Murakami¹⁾

Abstract

The purpose of this study was to clarify problems associated with the introduction of the Teaching Personal and Social Responsibility (TPSR) model into physical education classes and how physical education teachers in schools where the TPSR model was practiced recognized methods of corresponding to these problems. The study method was to conduct semi-structured interviews with physical education teachers who practiced the TPSR model. The interviews were then analyzed using M-GTA. The analysis found the following two points as a result.

First, the study found that physical education teachers who conducted the TPSR model recognized the problem associated with the use of the TPSR model that some procedures of the TPSR model were difficult to implement in junior high schools with issues. They also recognized that it was acceptable to omit or simplify these procedures as a way of corresponding to problems. Second, the study found that the teachers recognized the importance of making students aware of behavioral goals based on a posted level chart that indicated gradual behavioral goals that students were to achieve as an essential procedure to improve the educational effect of the TPSR model.

キーワード 責任学習モデル, 教育困難校, 半構造化インタビュー, M-GTA, 教師行動の変容, 生徒の態度変容
TPSR model, School with educational difficulties, Semi-structured interview, M-GTA, Changes in teacher behavior, Changes in student attitude

1. 緒言

平成29年度の児童生徒の問題行動・不登校等生徒指導上の諸課題に関する調査結果によれば、小・中・高等学校における暴力行為（対教師暴力、生徒間暴力、対人暴力、器物破損）の発生件数（63,325件）は、前年度（59,444件）より増加した（文部科学省, 2018）。このような暴力行為に至らないとしても、学校現場では、授業エスケ

プ、授業妨害（授業中の立ち歩きなど）、教師への暴言、友達へのいたずらなどが頻発し、授業が成立しにくい状況が問題となっている（松浦・中川, 1998；岡崎, 2018）。

体育では、先述のような授業が成立しにくい課題を抱えた学校に、米国のHellison（2003）が開発した責任学習モデル（“Teaching Personal and Social Responsibility Model”）^{注1)}を導入し、児童

1) 大阪体育大学 体育学部

School of Health and Sport Sciences, Osaka University of Health and Sport Sciences