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Directive no 187
of the Head of School
of Miina Härma Gümnaasium
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Curriculum of Miina Härma Gümnaasium

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1. SCHOOL VALUES AND CHARACTERISTICS, ITS LEARNING AND EDUCATIONAL OBJECTIVES.

Miina Härma Gymnasium (MHG) is guided by the Education Development Plan 2021-2035, the Basic School and Secondary School Act, the National Curriculum for Basic Schools, the National Curriculum for Secondary Schools, the school's vision and development plan, and the International Baccalaureate Organization's (from now on referred to as IBO) school organisation documents (IB Learner Profile, IB Programme Standards and Practices, Handbook of Procedures, General Regulations, Rules for IB Schools).

School's Characteristics

MHG enrolls students from grades 1 to 12, in the primary grades from all over Tartu and in the secondary grades from all over Estonia. International students living temporarily in Estonia also study here. Admission to Estonian language classes is by competition. MHG's English classes are taught following an administrative agreement between the Ministry of Education and Research and the City of Tartu.

MHG is one of the IB World Schools. All students from grades 1 to 9 follow the National Curriculum for Basic Education but are taught according to the IBO philosophy and methodology. The National Curriculum for Upper Secondary Education (GRÕK) and the IB Diploma curriculum are followed at the upper secondary level.

Vision

MHG prepares the next generation who will make the world a better place.

MHG is a student-centred school, which helps to develop a broad range of knowledge and skills through contemporary approaches to learning and opens up opportunities to make further choices both in the field of education and employment. MHG provides students with the confidence and agency to contribute to the development of Estonia and the world.

Mission

Miina Härma Gümnaasium is an educational institution that is contemporary, safe, and open to the world; where the learning environment, the curriculum, and professional teachers provide each student with the opportunity to reach their developmental potential.



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Values

MHG values are being **experienced** and **leading the way**. MHG is proud of its history and the pedagogical legacy of its founding fathers, but has always been a school of innovation. Values are developed using a collaboratively developed values curriculum.

Honouring Estonian Language and Culture

As the first Estonian-language secondary School, MHG stands for the preservation of the Estonian nation, language and culture, and for its future. Special attention is paid to the study of the Estonian language and culture. All areas of Estonian culture are valued both in teaching (timetable, modules and electives) and in extra-curricular activities. Mother Language Day is celebrated, e-dictation, mother tongue, spelling and literary Olympiads, national literary events, drama competitions and drama festivals are organised, and guest speakers, writers and other cultural figures are invited. Art exhibitions, joint theatre and concert visits with students and teachers are visited and organised. Estonian language and culture is taught to international students.

Miina Härma's legacy, choral singing and folk dancing are cherished at the school. High quality choirs and folk-dance groups are active. Performances and choir concerts are organised, and participation in song and dance festivals as well as choir competitions are promoted. Folk dance groups take part in international folk festivals. Cultural subjects are taught as separate subjects in the curriculum: for example, choral music, folk dance and drama.



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Language Policy

The knowledge of foreign languages is the basis for understanding and respecting intercultural differences, which ensures a peaceful, sustainable and secure world and the development of economic prosperity, spiritual and material well-being of different people. Foreign language skills are also important because it is the only way to be in touch with global cultural and economic processes and societal developments, to have the prerequisites for learning mobility or mobility for work.

Learning a foreign language to a high level requires a correct command of the mother tongue, which is also essential for acquiring new knowledge in different areas of life. MHG's policy on teaching mother tongues and foreign languages is set out in the [Language Policy](#).

Learner Profile

MHG is committed to the all-round development of students through the IB learner profile.

The IB Learner Profile aims to develop learners who are:

- **Inquirers** - have a natural curiosity and enjoy active learning;
- **Knowledgeable** - acquire deeper knowledge and develop broad understandings of different subjects;
- **Thinkers** - show initiative and use critical thinking strategies and creativity;
- **Communicators** - understand and express ideas and share information confidently and creatively;
- **Principled** - behave honestly and fairly and take responsibility for their actions;
- **Open-minded** - seek to understand different points of view and willing to learn from the experience;
- **Caring** - demonstrate empathy and respect, as well as a desire to bring about positive change in others and in the environment;
- **Courageous** – embrace the unknown and uncertainty with courage and a willingness to explore new ideas and insights;
- **Balanced** - understand the importance of intellectual, physical and emotional balance;
- **Reflective** - provide meaningful feedback on their learning experience.



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Responsible Action

The school's vision is to educate young people who want to make the world a better place. MHG is building on the Sustainable Development Goals for 2030, adopted at the United Nations Summit in New York in September 2015, to define a better world. MHG school family is committed to bringing the SDGs into the classroom and into school activities.

At MHG, young people who care about the community and are willing to contribute to society are shaped. To this end, the MYP Service as Action and the IB Diploma programme Creativity-Activity-Service (hereafter CAS) are implemented.

The goal of Service as Action for young people is to grow up as active participants in society, to understand that they have the potential to make the world a better place and that their contribution matters. Service as Action is compulsory for basic school pupils from year 5, starting in the classroom with the teacher and extending beyond the school. Service as Action helps students to develop their academic knowledge as well as practical and social skills in real-life situations. Students use their skills such as decision-making, problem-solving, responsibility, cooperation, etc. to develop their own personal and professional capabilities. You can read more about Service as Action in the **Service as Action Guide**.

Creativity, Activity and Service (CAS) is one of the three student development activities that every 11th-12th grade student in the IB Diploma Programme is required to complete. This means that, in addition to academic knowledge, the student must acquire skills in expressing creativity, physical activity and contributing to the community, as well as analysing his/her learning experience in a learning map through the seven learning skills.

The CAS programme should challenge students but at the same time allow them to enjoy the activities of their choice. The emphasis of CAS is on experiential learning. At the same time, it is an important part of the student's contribution to his or her own health and to contributing to the community.

You can read more about this programme in the [CAS Handbook](#).



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Academic Integrity

Academic integrity is valued in teaching. An **Academic Honesty Policy** has been developed and academic honesty is taught in all subjects and at all school levels. Every teacher is a teacher of academic honesty. As MHG implements inquiry-based learning from Year 1, students are guided to search for information and refer to sources in all grades and subjects. Each student will conduct his or her school work in accordance with generally accepted principles of honesty, as he or she would in any other area of life. Every parent will support his or her child to grow up to be a person who regards honesty in academia as normal in other areas of life.

Collaboration of Interest Groups

In its day-to-day activities, the MHG works with various stakeholders and partners.

The Student Council, as the representative body of MHG students, is involved in discussing and deciding on the most important issues of school life. A number of student council initiatives have become an organic part of school life.

Parents are involved in class and school events and in various joint activities, in the school on the Move team and have a say in the organisation of school life through the Board of Trustees.

The Board of Governors is a permanent body whose role is to bring together the pupils, teachers, the school governors, parents, alumni and organisations supporting the school in guiding, planning and monitoring learning and education and creating better conditions for learning and education. Parents have the largest representation on the Board of Governors.

February is the School's Alumni Month, when alums visit all classes for lessons. Communication with alumni is maintained through alumni newsletters, which are published 3-4 times a year. A representative of alumni participates in the work of the Board of Trustees.

There is close cooperation with the school authorities (the municipality and the education department of the municipality), the Ministry of Education and Science and the IBO. Cooperation agreements have been signed with several higher education institutions (University of Tartu, Tallinn University of Technology, Tartu University of Health Sciences). Other essential cooperation partners include other Tartu schools, several gymnasiums across Estonia, the regional and national representative organisation of school heads, the NGO Talendikeskus, the German Embassy in Estonia, etc.



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The school participates in several nationwide programmes (e.g. the Inviting School to Move programme, KiVa programme).

2. PRINCIPLES AND ORGANISATION OF LEARNING AND TEACHING

Developing learning competences through IB Approaches to Learning and Learner Profile

For the purposes of the National Curriculum for Basic Schools and the National Curriculum for Upper Secondary Schools, competence is a set of knowledge, skills and attitudes that ensures the ability to function creatively, entrepreneurially, flexibly, and effectively in a given field or area of activity and is essential for the development of a person and a citizen.

Competences are divided into generic and domain competences.

Generic competences are subject-specific and transversal competences. Generic competences are developed through the learning outcomes pursued in the subjects, but also through the treatment of transversal themes in lessons, in class and in extra-curricular activities. The development of generic competences is supported and guided by teachers working together and in partnership with school, home and community.

The learning competences to be developed in students are:

- 1) cultural and values competences;
- 2) social and civic competences;
- 3) self-determination competences;
- 4) learning to learn competences;
- 5) Communication competences;
- 6) Mathematics, science and technology competences;
- 7) Entrepreneurship competences;
- 8) digital competence.



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Learning competences will be developed through the application of the IB philosophy, both in and out of class, and in particular through the use of IB ATL skills and learner profile elements. The IB Learning Skills are divided into five categories: Communication Skills, Inquiry Skills, Thinking Skills, Self-Management Skills and Social Skills.

- **Communication skills** develop cultural and values competences, social and civic competences, and communication skills.
- **Research skills** develop competences in mathematics, science, and technology.
- **Thinking skills** develop learning to learn, entrepreneurship and mathematical, scientific, and technological competences.
- **Self-management skills** develop self-determination and learning competences.
- **Social skills** develop cultural and values competences, social and civic competences, communication competences.
- **Digital competences** are developed through all areas of learning skills and subjects.

In addition, the application of the IB learner profile in everyday learning supports the development of learning competences.

The development of generic competences and learning to learn skills is part of everyday teaching and is reflected in teachers' work planning, the delivery of learning activities and students' reflections. Generic competences are developed both directly through specific learning activities and indirectly through the development of learning themes and subject skills, through research and creative activities, and through community action (CAS).

The development of learning skills is a compulsory part of the annual plans and schemes of work or curricula at all levels.

Interdisciplinary units and integration

The interdisciplinary units are a means of integrating general and subject competences, subjects and subject areas, as set out in both the National Curriculum for Primary Schools and the National Curriculum for Upper Secondary Schools, and are considered in the design of the



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school environment. The interdisciplinary units are cross-curricular, address areas of importance to society, and provide a vision of the development of society as a whole, supporting students' ability to apply their knowledge in different situations. The interdisciplinary units to be addressed in teaching and learning are:

- 1) Lifelong learning and career planning;
- 2) environment and sustainable development;
- 3) Citizenship and entrepreneurship;
- 4) cultural identity;
- 5) information environment;
- 6) technology and innovation;
- 7) health and safety;
- 8) Values and ethics.

In grades 1 to 4, integration is achieved through six transdisciplinary themes of the units of inquiry covering all the cross-curricular topics, bringing together skills and knowledge of different subject areas under one unit. In addition, integration is supported with the Exhibition, the final project at the end of Year 4.

In grades 5 to 9, integration occurs through six global contexts and related concepts that are cross-curricular and help illustrate the links between subjects. Teachers of different subjects work together to provide students with cross-curricular lessons where simultaneous or sequential learning in two or more subjects also supports acquiring knowledge and skills in the other subjects involved. This integration is supported by a creative project at the end of Year III.

At upper secondary level, the learning and integration of interdisciplinary themes is supported by the choice and integration of modular subjects, different electives, career learning, research and practical work, and collaboration between teachers in addressing the themes. Cross-curricular integration is described in the upper secondary school curricula.



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At all school levels, the cross-curricular themes are shaped by the school's range of extra-curricular activities, Service as Action and the implementation of CAS, various in-school and out-of-school projects, guest lecturers, field trips and values education.

Concept-based teaching and teaching in basic school

In the basic school, MHG follows Estonian national curriculum, applying the philosophy for inquiry-based learning and formative assessment developed by the IBO. Concept-based and inquiry-based learning provides opportunities for students to demonstrate what they know and can do, and the teacher's aim is to guide the student along this path and to guide the student to reflect on his/her own activities and results. The use of ICT tools also plays an important role, giving students more opportunities to carry out inquiry-based learning.

IB Primary Years Programme (PYP)

Inquiry-based learning in grades 1-4 is based on the PYP teaching philosophy. The PYP philosophy aims at the all-round development of learners as knowledgeable individuals in all areas of learning and beyond. PYP aims to support students' academic, social and emotional development and to focus on the development of students with open minds and high personal values. PYP teaches independent learning skills and encourages students to be responsible and proactive learners.

At the heart of the curriculum for grades 1 to 4 are five key elements that ensure the delivery of the curriculum and the all-round development of students:

- **Knowledge** that supports both subject-centred (language, maths, science, humanities, art, music and physical education) and cross-curricular understanding;
- **Key concepts** and big ideas that students discover through an exploratory learning approach to develop a deep understanding of topics that are relevant both within and across subjects;
- **Skills** that have real-life relevance and that students develop and use in the learning process and beyond;
- **Values** and **attitudes** that contribute to the development of open-minded and broad-minded individuals and support the IB learner profile;



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- **Practical activities** that are the outcome of successful inquiry learning and that teach meaningful and responsible action.

At the heart of the PYP philosophy are six units of inquiry, relevant both locally and globally, which allow students to engage with real-life issues and make connections between subjects and real-life problems. These themes are:

- **Who we are** – an inquiry into human nature, beliefs and values; physical, mental and social health; and interpersonal relationships.
- **Where we are in time and space** – an inquiry into our place in time and space; the discoveries and inventions of humankind; personal history and the links between individuals and civilisations.
- **How we express ourselves** – an inquiry into the different ways we find and express ideas, feelings, nature, culture, beliefs and values.
- **How the world works** – an inquiry into nature and its laws, the relationship between nature and human society, the impact of scientific and technological discoveries on society and the environment.
- **How we organise ourselves** – an inquiry into the interrelationships between man-made systems and communities, the structure and function of organisations and their impact on people and the environment.
- **Sharing the planet** an inquiry into rights and responsibilities in the struggle to conserve and share non-renewable natural resources with other people and living beings, equal opportunities, peace and conflict resolution.

Teachers provide feedback using descriptive assessment to support the learning process. The PYP culminates in a group creative project Exhibition in Year 4, which aims to demonstrate what the student has acquired over the previous years. The Exhibition consists of an in-depth inquiry of a topic of interest and its presentation.



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IB Middle Years Programme (MYP)

In grades 5-9, the focus is on teaching both interdisciplinary and deeper subject-specific knowledge, skills and understandings through the MYP teaching philosophy. The focus is on the application of school learning to real-life situations and the links with the world around the student.

The learning of the different subjects is guided by the six global contexts, the key concepts, and related concepts: the global context and the key concepts allow for interdisciplinary connections, while the related concepts allow for a deeper understanding of a specific subject area. Global and key concepts are interdisciplinary and help to relate learning to what is happening in the world.

The global contexts are drawn from the units of inquiry in grades 1-4 and there are also six of them:

- **Identities and relationships** – an inquiry into human nature, beliefs and values; personal, physical, mental, social health and interpersonal relationships; rights and responsibilities; the meaning of being human.
- **Orientation in time and space** - an inquiry into our place in time and space; home and migration; human discoveries, inventions and migrations; personal history and the links between individuals and civilisations from both local and global perspectives;
- **Personal and cultural expression** - an inquiry into the different ways in which we find and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, share and enjoy our creativity; the appreciation of beauty;
- **Scientific and technological innovation** - an inquiry into nature and its laws; the relationship between nature and human society; human understanding of scientific principles; the impact of scientific and technological discoveries on society and the environment;
- **Globalisation and sustainability** - an inquiry into the interrelationships between human-made systems and communities, the structure and function of organisations, societal decision-making, and their impact on people and the environment;
- **Justice and development** - an inquiry into rights and responsibilities in the struggle to conserve and share non-renewable natural resources with other people and living beings; intra- and inter-community relations; equal opportunities, peace and conflict resolution.



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The key concepts (16) are big ideas that help to dig deeper into global concepts. Key concepts, such as change, communication, development and identity, are interdisciplinary and help to make connections between different subjects and the world. In addition to the key concepts, each subject also has related concepts that help to deepen the understanding of the basic concepts through a specific subject.

The learning process is supported by both a formative and a criterion-based assessment system. Formative assessment provides students with ongoing feedback on their progress, while criterion-referenced assessment accurately describes a learner's level and sub-skills, allowing them to shape their own learning.

Every year, students in grades 5-8 complete a Service as Action project, where they contribute to the betterment of their community by choosing an area and topic of interest and volunteering for the community while developing as a student and a community member.

In grades 8-9, students will create a Personal Project and take the final exams of basic school. In the international classes, the language of instruction is English and students in the international classes graduate the basic school with the creation of the Personal Project.



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Exhibition and Personal Project

Grade 4 Exhibition

At the end of Year 4, students work in groups to carry out a long-term study on a topic of interest to them – the Exhibition. To carry out the Exhibition, students have to demonstrate the knowledge and skills they have acquired in the first four years by researching issues and topics that are relevant to real life. The research will preferably be carried out as a group project, and during the project, students will demonstrate the knowledge and transdisciplinary skills they have learnt and put them to practice in a way that benefits others. Action is an important part of the Exhibition as it helps the students to contribute to the wider community and draw attention to a problem of their choice. Planning, implementation, and presentation of the Exhibition provides students with a unique opportunity to demonstrate knowledge and skills and to demonstrate their own development in relation to the characteristics of the IB learner profile. It is also a great way to celebrate the end of one stage and the beginning of a new one. The Exhibition process lasts for six weeks and culminates in the in-school Year 4 Exhibition Fair at the end of May, to which all fellow students, teachers and parents are invited.

Personal Project

In Year 9, students complete a Personal Project on a topic of their interest, usually individually. The process of the Personal Project is spread over several months, and students start already at the end of Year 8. They set themselves a challenging learning objective and create a personal product or creative solution to fulfil their learning objective.

Through the Personal Project, students can engage with a topic that is meaningful to them, take responsibility for managing and planning their own learning process, consciously use the skills and knowledge they have acquired in their lessons to achieve their (learning) goals, and analyse and record their own self-development.

The process culminates in a Personal Project Fair where students can present their work to fellow students, teachers and parents.

Distribution of subjects in basic school

Distribution of subjects in classes with Estonian as language of instruction

Subjects	1.	2.	3.	I	4.	5.	6.	II	7.	8.	9.	III
Estonian (mother tongue)	6	6	7	19	5			5				
Language and Literature						5	5	10	4	4	4	12
Language A (English)	2	3	4	9	4	4	5	13	5	5	5	15
Language B (Russian, German, or French)				0	2	2	3	7	3	2	2	7
Mathematics	3	4	4	11	4	5	5	14	5	4	4	13
Science	1			1	2	2	3	7	2			2
Geography									1	2	2	5
Biology									1	2	2	5
Chemistry										2	2	4
Physics										2	2	4
History						1	2	3	2	2	2	6
Human Studies						1	1	2	1	1		2
Science and Social Studies		2	3	5								
Individuals and Societies						1		1			2	2
Music	2	2	2	6	2	1	1	4	1	1	1	3
Arts	2	2	2	6	1	1	1	3	1	1	1	3
Design (woodwork, handicraft, home economics, technology)	1	1	1	3	2	2	2	6	2	2	1	5
Physical Education	3	3	2	8	3	3	2	8	2	2	2	6
Lessons per week	20	23	25		25	28	30		30	32	32	



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In grade 1, Science is taught, and in grades 2 and 3, science and social studies are integrated into one subject. Estonian language and literature are taught in grades 5-9 as an integrated subject. Handicraft, home economics and technology are taught in rotating groups. Folk dance is integrated into the physical education curriculum in the first grade. The aim is to introduce Estonian national culture and to give a basic knowledge of folk dance through physical experience. In addition to dance skills, social skills are developed, rules of behaviour are acquired, and students learn to respect their partners and the group. Beginning swimming lessons are taught during physical education lessons in the first year. Digital literacy is developed as part of the school's digital literacy curriculum and is integrated into the curriculum.

Distribution of subjects in classes with English as language of instruction

Subjects	1.	2.	3.	4.	PYP	5.	6.	7.	8.	9.	MYP
English (language of instruction)	6	6	5	5	11	4	4	4	4	4	12
Language A (Estonian)	2	2	2	2	4	2	2	2	2	2	6
Language B (German)			2	2	2	2	2	2	2	2	6
Mathematics	4	4	5	5	9	4	4	4	4	4	12
Science and Social Studies	3	3	3	3	6	3	3				3
Music	2	2	1	1	3	1	1	1	1	1	3
Physical Education	2	2	2	2	4	2	2	2	2	2	6
Arts	2	2	2	2	4	2	2	2	2		4
Design						2	2	2	2	2	6
Human Studies						1	1	1	1		2
Individuals and Societies						2	2	2	2	2	6
Geography						2	2	2	2	2	6
Biology						2	2	2	2	2	6
Physics						2	2	2	2	2	6
Chemistry						2	2	2	2	2	6
Lessons per week	21	21	22	22		24	24	29	29	27	



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Syllabus of the upper secondary school (national curriculum), descriptions of study modules, lists of elective courses and principles of their selection.

In the Estonian upper secondary curriculum, the minimum study load is 96 courses (1 course = 35 45-minute lessons). At MHG, the courses are organised by periods. There are five periods per academic year (except in grade 12, where there are four periods). In a period, generally 6-8 subjects are taught for five hours a week, with physical education and B1 foreign language, and some other subjects if necessary, being taught over several periods.

In order to graduate the Estonian curriculum at upper secondary school, you must pass:

- compulsory subjects of the upper secondary school national curriculum (63 courses);
- compulsory additional courses (14 courses) to support the learning chosen by the school and to take account of the specificities of the MHG;
- broad mathematics courses (6 courses);
- module courses (8 courses);
- electives (at least 4 courses);
- research or practical work;
- upper secondary school examination;
- state examinations in Estonian, mathematics and English.



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Compulsory subjects of the upper secondary school national curriculum

Subject field	Compulsory subject	Number of courses	10.	11.	12.
Language and Literature	Estonian	6	2	2	2
	Estonian Literature	5	2	2	1
Foreign languages	B2 foreign language (English)	5	5		
	B1 foreign language French, German or Russian)	5	3	2	
Mathematics	Mathematics	8	5	3	
Sciences	Biology	4	1	2	1
	Geography	3	2		1
	Chemistry	3	2	1	
	Physics	5	2	2	1
Social Sciences	History	6	2	1	3
	Civics	2			2
	Human Studies (Family Education)	1	1		
Arts	Music	3	1	1	1
	Arts	2	1	1	
Physical Education	Physical Education	5	2	2	1
Total		63	31	19	13



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Compulsory complementary courses chosen by the school to support learning and consider the specificities of the MHG.

Subject	Number of courses	10.	11.	12.
Estonian	2	1		1
Estonian Literature	1		1	
Practical Mathematics	1	1		
B2 foreign language (English incl. Academic English and English Literature)	8		6	2 ¹
B1 foreign language (French, German or Russian)	1		1	
Meaningful learning	1	1		
Total	14	3	8	3

Courses selected by the school support the preparation for national examinations and the objectives of the school's language policy. A 35-hour course on meaningful learning has been created for Year 10 pupils, focusing on learning about school culture and history, developing learning strategies, cooperation and self-expression skills, and supporting mental well-being. The aim of the course is to guide students to become active, aware and self-directed learners and self-motivators.

Courses of Modules

When starting the studies at MHG students do not have to choose their field of study straight away, as in grade 10, all students study the compulsory courses of the national curriculum. Thereafter, it is possible to choose between different modules: (1) social sciences, (2) natural sciences and (3) different modules in the humanities, or (4) apply for the IB Diploma Programme in English.

The social, natural and humanities modules of the Estonian national curriculum consist of four in-depth courses. Each student in the Estonian curriculum chooses one in-depth module in

¹ Kui õpilane ei pääse C1 Advanced eksamile või ei soorita seda nõutud tasemel (vähemalt B2-tase), peab ta 12. klassi viimasel perioodil võtma eraldi kursuse inglise keele riigieksamiks valmistumiseks.



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grade 11 and another in grade 12. The modules chosen may be from different fields. It is the in-depth knowledge and skills acquired in several areas that will give them confidence and more opportunities to fulfil themselves in the world of the future. Modules open each year, regardless of the number of students who have chosen them.

Social Sciences modules includes: international relations and diplomacy, modern society and the business ecosystem. The International Relations and Diplomacy module focuses on the major confrontations in today's world, as well as on forms of cooperation between countries, and helps to understand the rules of diplomatic etiquette and protocol. The Modern Society module will introduce the formation and functioning of modern society today from the perspectives of law, media, governance, and participation. The Entrepreneurship module focuses on macroeconomics, entrepreneurship, marketing, design thinking and investment.

Natural Sciences modules include: contemporary science, medicine and health, and the environment around us. Contemporary Science focuses in particular on cosmology and modern physics. The Medicine and Health module is designed for those interested in human anatomy and physiology, biomedicine and biotechnology. The environment around us will focus on sustainable development and will cover geoinformatics, remote monitoring, future genetics and nature conservation.

Humanities modules include: Drama and theatre, film studies and literature as a way of making sense of the world. The Drama and Theatre module teaches students how to use dramatic means of expression in everyday life and introduces them to contemporary theatrical trends and practitioners. The Film Studies module introduces students to the world of film as well as providing practical skills in film and animation. Literature as a way of making sense of the world is for those who enjoy creative reading, writing and thinking.

Electives

For electives, the minimum number of students who wish to take the elective must be at least 16 (12 for foreign language electives). If a pupil chooses an elective subject, he/she is obliged to take it or to substitute it with another elective subject of the same volume.

MHG consider electives courses successfully completed at the UT Research School and language and other placements abroad organised by the school.



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Social Sciences and Humanities	Number of Courses
World religions (Maailmausundid)	1
Religious landscape of Estonia (Eesti usuline maastik)	1
Human and religion (Inimene ja religioon)	1
Civilizations outside Europe (Tsiivilisatsioonid väljaspool Euroopat)	1
History of Europe and USA (Euroopa ja USA ajalugu uusajal)	1
Student-run company (Õpilasfirma)	1
Speech and debate (Kõne ja väitlus)	1
Cultural anthropology (Kultuuriantropoloogia)	1
Practical course "Different Estonias" (Praktikum "Erinevad Eestid")	1
Introduction to philosophical thinking (Sissejuhatus filosoofilisse mõtlemisse)	1
Contemporary philosophy (Tänapäeva filosoofia)	1
Sciences and technology	Number of Courses
Urban planning (Linnaplaneerimine)	1
Preparation course for entering the UT Medical Sciences faculty (Ettevalmistus TÜ meditsiinivaldkonda astumiseks)	1
Programming I, II	2
Stereometry and planimetry (Stereomeetria ja planimeetria)	1
Elements of Mathematics of economics (Majandusmatemaatika elemendid)	1
Data processing and interpretation (Andmete töötlemine ja tõlgendamine)	1
3D-modelling	1
Foreign languages	Number of Courses
A2 German beginners	4
A2 French beginners	4
A2 Finnish	4



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A2 Swedish	4
A2 Spanish	4
A2 Russian	4
A2 German advanced	4
A2 French advanced	4
British Studies	1
Mass Communication	1
Keynote Proficient	1
English Literature 21st century (Inglisekeelne kirjandus 21. sajandil)	1
Business English	1
Revision course for National Exams (Kordamine inglise keele riigieksamiks)	1
Creativity and well-being	Number of Courses
Yoga and meditation (Jooga-meditatsioon)	1
Self-defence course (Enesekaitsekursus)	1
Course of ball games (Pallimängude kursus)	1
Physiotherapy (Füsioteraapia, koostöös Tartu Tervishoiu Kõrgkooliga)	1
Carreer planning (Karjääriplaneerimine)	1
Introduction to psychology (Sissejuhatus psühholoogiasse)	1
Photography (Fotograafia, koostöös Tartu Kunstikooliga)	1
Cooking (Kokandus)	1
Design thinking (Disainmõtlemine)	1
From ideas to projects (Ideest projektini)	1
National Defence (Riigikaitse)	2
Choir singing (Koorilaul, neidudekoor, segakoor)	3
Folk Dance (Rahvatants)	6
Orchestra (Orkester)	3



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Hand bells band (Käsikellade ansambel)	3
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The list of optional courses may be amended or supplemented by the school as necessary..

Research and Practical Projects in the Estonian National Curriculum

In order to graduate from upper secondary school, student must complete a research or practical project (UPT) aimed at gaining experience of the academic writing process, including the development of 21st century skills. The UPT is generally started in the second semester of grade 11 and is completed in the winter of grade 12 by a date set by the school. The preparation, execution and defence of the work is a guided learning process. The process includes choosing a topic and a supervisor, designing a research or action plan, searching for material and information, evaluating and analysing the material, carrying out the research or practical work, writing up the results, and defending the work.

A research project is a piece of academic work carried out by the student individually or in a group within the framework of the curriculum, in which the researcher applies the skills of working with scientific literature, collecting data, analysing them, drawing conclusions and writing an academic text.

Practical work is a creation, a student enterprise, a technological solution, an educational material, a project, etc., created by the student or students and a written description and summary of its activities.

In order to develop the information literacy skills needed for their work, students will complete the e-course "Information Literacy" at the University of Tartu Library. Throughout the process of carrying out and producing the work, there will be a number of guided and process-supported workshops, special writing days and lessons on how to prepare the work.

The MHG Guide to Research and Practical Work is available on the School's website.



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MHG Pre-IB Curriculum

MHG Pre-IB class admits students in accordance with the administrative agreement between the Ministry of Education and Research and the City of Tartu. Candidates can apply to the Pre-IB class after completing basic school (9th grade) on the basis of an English language test, teacher recommendations, 9th grade grades and an interview

The Pre-IB curriculum includes subjects that prepare students for the IB Diploma programme: English, Estonian, German, Physical Education, Art, Mathematics, Biology, Geography, Physics, Chemistry, History. The language of instruction is English.

Distribution of subjects in MHG Pre-IB class

Subjects	Number of lessons in a week
English Language and Literature	5
Estonian	2
German B ²	2
Physical Education	2
Arts	2
Mathematics	5
Biology	3
Geography	2
Physics	3
Chemistry	3
History	2
Total	28

² Only for students that have studied German before.



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IB Diploma Programme (IB DP)

The IB Diploma programme is designed to provide students with quality preparation for further studies in higher education, as well as develop critical thinking and reasoning skills, self-analysis and a range of social skills and talents in and outside the classroom. It is a demanding curriculum to meet the needs of academically talented and highly motivated secondary school students. IB DP students take responsibility for their own learning and understand how knowledge is constructed based on a Theory of Knowledge (TOK) course.

In Literature courses a variety of texts are analysed and students learn to appreciate the complexity, richness and subtleties of language in different contexts.

Language courses focus on the acquisition and use of language in different contexts, while developing an understanding of other cultures.

Social studies will address key global challenges such as sustainability and climate change. Case studies will be analysed at different levels, from the local to the national and international..

In Sciences, students explore theories, models and techniques to develop their understanding of the scientific method. Compulsory practical work accounts for 25% (60 hours) of the total course.

Mathematics courses are tailored to the needs, interests and abilities of students. All IB DP mathematics courses require students to appreciate the use of technology in mathematics and to master the use of graphing calculators.

Arts course explores the diversity of art across time, place and cultures. Students' technical achievements during the art course are displayed in an exhibition.

The IB Diploma programme can be applied for after grade 10 on the basis of an English essay, teacher recommendations, grade 10 grades and an interview. The IB Diploma programme covers six subject groups: Language and Literature, Foreign Language, Social Sciences, Natural Sciences, Mathematics and Visual Arts or an additional subject. Three of these are studied at High Level and three at Standard Level. Each pupil draws up a personal curriculum. The language of instruction in the IB Diploma programme is English.



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Group	Subject	HL	SL
Group 1:	Estonian A: Literature	+	+
Language and Literature	English A: Language and Literature	+	+
Group 2:	Russian B, German B, French B	+	+
Foreign Languages	Spanish <i>ab initio</i> , French <i>ab initio</i>		+
Group 3:	History	+	+
Social Sciences	Geography	+	+
Group 4:	Biology	+	+
Natural Sciences	Chemistry	+	+
	Physics	+	+
Group 5:	Mathematics: Applications and Interpretation	+	+
Mathematics	Mathematics: Analysis and Approaches	+	+
Group 6:	Visual Arts	+	+
Visual Artas			
6th subject may also be a subject from group 1, 3 or 4.			



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The key components of IB Diploma Programme are:

- **Theory of Knowledge (TOK).** It is a course in the philosophy of knowledge that integrates all areas of learning. TOK gives students the opportunity to reflect on the nature of knowledge and how we know what we claim to know. By reflecting on different issues, students become aware of their own personal and ideological presuppositions and understand cultural diversity in the world. The TOK course is graded based on a case study with an oral and written component and a 1600-word essay.
- **Extended Essay (EE).** This is an independent research project, the output of which is a 4000-word essay. Students will have the opportunity to research a topic of personal interest to them, related to one of the subjects of the DP. In the process of writing the essay, students will develop their own thinking, research, communication, self-management, and social skills. A school-appointed supervisor will support the student throughout the research and writing process. The process of research and the principles of supervision are outlined in the **EE Supervision Policy**. All essays are marked by IBO appointed examiners.
- **Creativity-Activity-Service (CAS).** During CAS, in addition to academic knowledge, the student must acquire skills in expressing creativity, physical activity and contributing to the community, and analyse his/her learning experience through the seven learning competences in the learning map.
CAS is divided into three categories:
 - 1) Creativity – arts and other activities involving creative thinking.
 - 2) Activity – physical activity that contributes to a healthy lifestyle.
 - 3) Service – volunteering.

CAS principles are described in **CAS Handbook**.

The IB DP culminates in international examinations in all subjects and provides a certificate of secondary education.



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Units of inquiry, year plans, unit plans, course syllabus

In order to implement the curriculum, the school has developed year and unit plans, as well as syllabuses for the different school levels.

In grades 1-4, lessons are organised around the Programme of Inquiry, which sets out the central idea, key concepts and related concepts for each topic. The Programme of Inquiry is published on the school website. Teachers plan their daily lessons by using unit plans and specialist subject plans, which are drawn up in collaboration with the teachers of the class in question to ensure cross-curricular teaching of topics, concepts and skills.

In grades 5 to 9, lessons are organised on the basis of annual plans and schemes of work. The annual plans outline each lesson:

- statement of inquiry;
- key concepts and related concepts;
- the global context;
- the learning objectives of the subject group;
- ATL skills;
- learning content;
- summative assessment activities;
- common reading resources.

Year plans are published on the school website. In addition, teachers draw up detailed unit of work for each unit, describing the content of the unit in more detail, including the development of study skills and academic honesty, opportunities for Service as Action as well as differentiation (including work with gifted students).

The syllabuses of the courses in the upper secondary Estonian curriculum are drawn up according to the Estonian upper secondary national curriculum. The syllabuses for the international Pre-IB classes are designed with the requirements of the IB Diploma Programme in mind.



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The course syllabus includes the following sections:

- the aim of the course;
- a brief summary of the content;
- integration with other subjects and life;
- development of academic integrity;
- implementation of the learner profile;
- development of learning skills;
- learning outcomes;
- assessment;
- study visits, projects, guest speakers;
- differentiation of learning, including work with gifted learners;
- learning materials.

The syllabuses of the courses in the Estonian curriculum are published on the school website.

In the IB Diploma programme, teachers draw up unit plans which, in addition to describing the subject matter, cover the following topics

- developing ATL skills;
- developing Creativity, Activity, Service (CAS);
- addressing Theory of Knowledge (TOK) issues;
- learning materials;
- learning methods;
- assessment;
- feedback on the success criteria.



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3. LEARNING ENVIRONMENT

In addition to traditional school-based learning, learning can take place outside school premises (including in schoolyards and gardens, in nature, museums, archives, environmental education centres, businesses and institutions, etc.) and in virtual learning environments, both distance and hybrid. Field trips, outdoor learning, project learning, etc. are described in the work and curricula. Participation in projects, competitions and contests will be considered as part of the learning and teaching activities.

Projects that support the learning of MHG students make the school's vision a reality. They work in teams, use modern digital tools, participate in real-life situations and exchange experiences. Participation in projects gives confidence and initiative to contribute to the development of Estonia and the world.

Collaborative projects are designed around the school's core values to support the full implementation of the learner profile. Projects can be initiated by students through the Student Council, parents, teachers and school management. The projects, together with the budget, are agreed and approved by the Head of School.

During the lessons, students are allowed to participate in regional, national and international student competitions. Pupils are offered guidance and advice from subject teachers in preparation for Olympiads and competitions. Pupils have the right to take one school day for preparation before the Olympiads.

Directed e-Learning

Directed e-learning is a form of on-site learning. Directed e-learning days may be organised by the school in accordance with the school's general work plan or at the discretion of the management. In special circumstances where the presence at the school may pose a risk to the safety or health of the persons present, the management of the school may decide to provide partial or full distance learning. The principles for the implementation of distance learning are described in the **Organisation of Directed e-Learning** document.



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Acknowledging prior and extracurricular learning in fulfilling the school curriculum

Based on the Education Sector Development Plan 2021-2035, the Basic and Upper Secondary School Act, the Basic School National Curriculum and the Upper Secondary School National Curriculum, MHG acknowledged external learning or activities as fulfilling the MHG curriculum. The inclusion of extracurricular learning or activities as part of the school curriculum allows for increased educational mobility of pupils and wider opportunities for extracurricular learning. A central principle for the inclusion of extra-curricular learning or activities as part of the school curriculum is to be based on the content and learning outcomes of the learning. For the purposes of counting extra-curricular learning or activities (e.g. studies at a children's music school, children's art school, Heino Eller Music School, top-level training and competition, courses at the UT School of Science, etc.), the outcomes are considered equivalent to the learning outcomes achieved through the curriculum. The detailed conditions and procedures for extra-curricular studies are described in the Regulations on the crediting of prior and extra-curricular studies.

4. SUPPORTING STUDENT DEVELOPMENT AND LEARNING

Support for student development and learning, including the principles for conducting developmental interviews, the policy on teaching children with special educational needs, the principles for implementing support services and the organisation of career counselling are described in the Inclusion Policy.

Policy to identify and support gifted learners

Gifted students - i.e., those who are advanced and often faster than others - can excel in one or all areas. They may also be gifted in one area but experience learning difficulties in others. Giftedness needs to be recognised and developed, and gifted students need to be challenged.

Talented students will be the ones who are best able to realise the school's vision of being the generation that wants to channel their talents, creativity and hard work into making the world a better place. Both the national and IB curricula offer many opportunities to support gifted students, and decisions about the right curriculum for a student are made in consultation with



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the student and his/her parents. Talent identification and support is described in the Policy of Talent Identification and Support.

Career planning and counselling

Career planning topics are addressed as a cross-curricular theme in subject and homeroom lessons, work and student appreciation days, extra-curricular activities, field trips and special lectures. Career choice is supported by various collaborative projects with other general education schools and higher education institutions. Career choices are also analysed in a development interview with the class teacher.

The organisation of career services at the school is coordinated by a Career Coordinator in close cooperation with the career specialists of the Estonian Unemployment Insurance Fund. Individual and group counselling is provided for students on developing self-understanding skills, self-analysis and the resulting future plans and career choices, as well as information lectures on further education opportunities and the general situation and trends on the labour market.

The aim of career counselling is to guide students to analyse themselves and their opportunities, thereby supporting them in making and implementing informed career choices and promoting lifelong learning.

Grade 11 students have the option to choose a career planning course. The course builds on the career development competency model, developing self-awareness, analysing options, developing planning skills and planning steps for action.

5. ORGANISATION OF ASSESSMENT

The organisation of assessment and the procedures for informing students and parents of grades and assessments are set out in the school's **PYP, MYP, DP and National Curriculum Assessment Policies.**



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6. ORGANISATION OF SHARING INFORMATION AND COUNSELLING STUDENTS AND PARENTS

A general meeting of parents is held at least once a year. The school ensures that students and parents have access to information on the organisation of learning and education and to guidance and counselling on matters relating to learning.

If necessary, a social pedagogue or a psychologist advises the student's parent on how to support the student's development and learning at home. The school organises lectures and seminars for parents according to their wishes and training needs.

The main subjects of study, the necessary teaching materials, the organisation of assessment and the planned activities are described in the annual plans and syllabuses and are communicated to the student at the beginning of the term or period. Parents are informed of curricular and extra-curricular activities via the school website, Studium and the student's daybook.

7. PRINCIPLES OF TEACHER COLLABORATION AND PLANNING

Teacher collaboration is planned at the beginning of each academic year, based on the school's development plan and the objectives for the year. The initial plan is drawn up at a management meeting, discussed with the subject group leaders and approved by the Board of Governors. At the end of the academic year, the work done is analysed and reflected in an internal evaluation report, which serves as a basis for setting new objectives.

Levels of collaboration:

- Senior Management Team (once a week)
- Pedagogical Leadership Team and Senior Management Team (once a month)
- Subject groups (at least 1–2 times a month)
- Integrated subject groups on collaboration days (once a month)
- Teachers of one grade level (as necessary)
- Homeroom teachers (2–3 times a year)
- Homeroom teachers of one grade level, Pedagogical Counsellors and Senior Management Team (once per study period)



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- Homeroom teachers, subject teachers, and Head of Extra Curricular Activities (as necessary)
- Pedagogical Counsellors and Senior Management Team (once a month)
- IT team and Senior Management Team (as necessary)
- New teachers, mentors, and Senior Leadership Team (three times a year)

8. PROCEDURES FOR REVIEWING AND UPDATING THE CURRICULUM

MHG Curriculum is the central document of the school's teaching and learning activities, which is reviewed and updated as necessary, but no more often than once a school year. Changes to the curriculum are initiated by the Senior Management Team. The new revised version of the curriculum is discussed by the Teachers Council and approved by the Head of School. Regular amendments are made to the general part of the school curriculum to take account of the regulations and orders of higher authorities and of changes in the school's internal regulations.