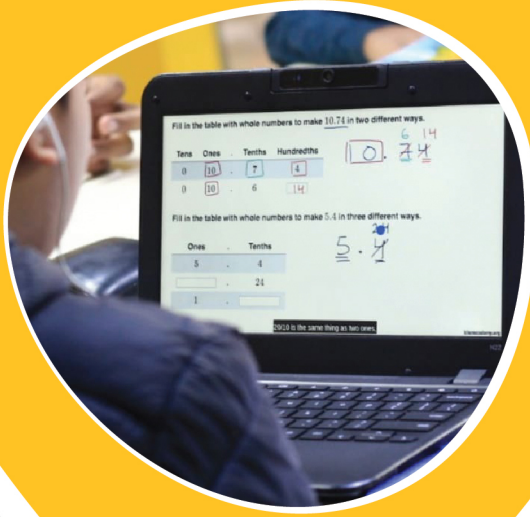
THE LAB SCHOOL

DEVELOPING MASTERY & INDEPENDENCE



PROSPECTUS

We prepare students for life; through independent learning all students will achieve academic excellence and the necessary critical thinking and problem solving skills to be successful in the new global society.

Contents

WELCOME TO THE LAB SCHOOL

Assalam-o-Alaekum,

The Lab school is dedicated to research-based instruction and furthering innovation in education.

Our purpose is to develop new, personalized practices that center around the student. We believe that young people are capable of far more than society currently recognizes, and we create and test learning experiences to share with the world.

Recognizing that ownership and relationship are the keys to success in learning, our academic experience is coordinated by a team of Advisors, Content Specialists, and Associate Teachers who guide students through gradually increasing levels of independence.

Today's traditional education model—which has been in place since the dawn of the Industrial Revolution—no longer optimally prepares children to meaningfully contribute to a world that values self-motivation, meaning, empathy, and creativity over compliance. In the 21st century, schools need to empower students to develop independent and critical thought, entrepreneurship, self-direction, and collaborative capabilities.

We offer these opportunities as part of a teaching philosophy that encourages meaningful inquiry and interdisciplinary work, and we utilize blended learning to meet the needs of each student.

We look forward to your prayers and cooperation in this challenging yet exciting epoch in which students must take charge of the learning and life under the guidance of mentors.

Azfar ul Haque

OUR CORE

Beliefs

We believe that if students can't learn the way we teach them, we must teach them the way they learn.

We believe that students learn in different ways and prefer to learn at their own pace.

We believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire to help students meet their potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that we believe are conducive to establishing such an environment, (1) the teacher acting as a facilitator, (2) allowing the child's natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people.

We believe that a teacher's role is to guide students and provide access to information rather than acting as the primary source of information. For students to construct knowledge, they need the opportunity to discover knowledge for themselves and practice skills in authentic situations.

We believe that it is important for students to have the opportunity to study things that are meaningful and relevant to their life and interests. Developing a curriculum around student learning styles and interests fosters intrinsic motivation and stimulates the passion to learn. When students have ownership in the curriculum, they are motivated to work hard and master the skills necessary to reach their goals.

We believe that our Mastery Level curriculum that is aligned with Standards endorsed by the CAIE ensures academic success for every child by tailoring lessons to the needs and learning styles of each individual student.

Each Content Specialist/facilitator will create a Personalized Learning Plan (PLP) that focuses on Students' strengths and weaknesses in addition to identifying extra support in needed areas of improvement. The strength of our School is that it moves students beyond traditional classroom instruction and gives them hands-on, project based, authentic learning experiences that engage and ignite their young minds.

We believe that our School will give our students the skills, knowledge, and passion for learning that they will need to excel in high school, college, and their future careers.

Our Model

- Our structure brings students together in multi-age mastery levels:
- Middle School: Age 10-13
- Upper School: Age 14-16
- We have longer school days (7:45 AM to 3:15 PM).
- In each mastery level, all students progress through the required number of modules in each of the content areas (Math, science, Languages, History, etc.) at their own pace.
- Students must demonstrate mastery at 85% proficiency through a performance based assessment before moving on to the next module in the content area.
- Student portfolios will be the mechanism in which student work is recorded and maintained.
- A Personalized Learning Plan (PLP) will be created for each student.

APPROACH TO

Learning

How do we support mastery-based learning?

Content

Our approach to content is personalized.

- Each student's education will be developed and shaped by the student, working with our team.
- Whenever it will be possible, the education experience is going to be customized to the student's academic path and pace.
- We want to leverage blended learning as an important tool in an effective personalized strategy.

Context

Our approach to context is project-based.

Students will learn best when their school experiences have context and are connected to their lives and global affairs.

Real-life, augmented, and virtual contexts.

Students will spend half their time at TLS learning through projects, often of their own design informed by their Independence Level.

All projects will be interdisciplinary.

All projects will be connected to goals within the Graduate Profile (character strengths, cognitive skills, global citizenship, creation, purpose, independence, foundational fluencies, & deeper learning concepts).

Concepts

Our approach to concepts is based in Inquiry and Mastery.

Meaningful inquiry gives direction to student projects. Concepts, "the big ideas," are xplored through inquiry arcs. The inquiry connects knowledge from core skills to context and concepts.

Inquiries will be geared toward solving real world problems. Students will develop the skills to create meaningful inquiries themselves.

Learning and advancing through our curriculum happens when each student is going to fully master target objectives, concepts, and skills. In most schools, time spent learning is constant while the quality and level of content mastery varies. At TLS, the opposite is going to true: learning time will be variable — but the quality and level of mastery for all students will be constant.

Continuous Improvement

Our approach to continuous improvement is based in Assessment and the R&D Lab.

The approach to learning will be informed by diagnostic, formative, and summative assessment, goal tracking, and frequent one-on-one conferences with teachers, and review of data from online tools. Qualitative and quantitative assessment data is to be shared with students and parents on an ongoing basis and during student-led parent-teacher conferences.

ARCHITECTURE OF

Learning

How is our learning experience structured?

Independence Levels

Instead of grouping students by a fixed trait such as age, we would like to group our students by level of independence. Students will be given as much structure and support as they need to be successful in their academic and character growth. This grouping system can put students in control of their progression from level to level.

Student Agency

Students take ownership of their education.

- We believe in creating a platform for students to develop their ability to take action, assume responsibility for their behavior in a safe learning environment, and apply all this in unfamiliar situations.
- To support the development of student agency, students learn how to set meaningful goals and hold themselves accountable for their learning and personal development.
- Students will own their learning and have a voice in their school experience.

Extended Year, Extended Day

We aim to provide a substantive learning environment for an extended year & day schedule.

- We aim to coordinate immersive learning opportunities at TLS during school breaks.
- Students may find it necessary to work on their goals outside of the school day or space, but we do not assign mandatory daily homework.
- We believe students do need time for family, rest, and interests outside of school.

Mixed Age / Peer Learning

Students must learn from each other and teach one another.

- Older students will learn how to be teachers to our younger students through regularly scheduled interactions, in which they will both give and receive feedback.
- The mixed age setting will be intended to foster collaboration and impactful relationships rather than competition.

Community Learning

- Students will receive mentorship from community members, which will prepare them for apprenticeships and internships.
- Students will also learn from the community through guest speakers, field studies, and community service.
- Students will exhibit their work to a public audience multiple times throughout the year both to give back to the community and learn from their feedback and expertise.

Learning Space

- The physical design of TLS supports the tenets of our Learning Design.

ART OF

Teaching

How do we facilitate meaningful student-teacher interactions?

Professional Role

Expert. Team members have expertise in a particular field of education or discipline and engage in professional development to remain at or reach the top of their field.

Mentor. Team members guide student and team member learning and growth. As mentors, teachers meet one-on-one for regular goal-setting, monitoring, and support check-ins. Team members challenge and inspire students, and each other, by providing consistent, constructive feedback.

Curator. Team members gather and synthesize content, context, and concepts for learning.

Tutor. Team members offer one-on-one and small group mini-lessons to deepen conceptual understanding.

Project Designer. Team members create high quality and innovative projects for contextualized learning, in collaboration with colleagues and students.

Assessor. Team members review student work and progress and use data to assess students' independence and to gauge progress on mastery of content.

R&D. Team members adopt and develop best practices, contributing their own learnings and best practices to the larger education community.

Lifelong Learner. Team members are role models who exemplify lifelong curiosity and exploration.

Academic & Character

Outcomes

Graduate Profile

What does a TLS student embody?

Character Strengths. Students practice being conscientious, curious, entrepreneurial, perseverant, self-aware, self-regulated, and socially intelligent.

Cognitive Skills. Students develop strong habits of the mind, such as communication, inquiry, analysis, and synthesis, diagnosis, innovation, reasoning, and managing complexity.

Global Citizenship. Students learn that they are part of the Ummat of RasulAllah (SW) globally regardless of their nationality and language. The Ummati becomes restless when another Ummati in pain in any part of the world.

Creation. Students build their creative confidence to develop ideas and solutions through design thinking, engineering, leadership, and through the expression of artistic and emotional beauty.

Purpose. Students explore and develop a talent or passion during their years at TLS, which will be highlighted in their portfolio.

Independence. Students develop the capacity to set, meet, and hold themselves accountable for meaningful goals on their own.

Curriculum

Foundational Fluencies & Deeper Learning Concepts
What we will teach and learn at TLS?

Our students will achieve foundational fluency in reading, writing, math, world languages, and computer programming.

They will also be exposed to deeper learning concepts in wellness, integrated arts, integrated science, civics, finance, global societies, economics, and statistics.

Learning and advancing through our curriculum will happen when each student will have fully mastered target objectives, concepts, and skills. In most schools, time spent learning is constant while the quality and level of content mastery varies. At TLS, the opposite is true: learning time is variable — but the quality and level of mastery for all students is constant.

Our mastery-based curriculum includes:

MIDDLE SCHOOL	
Mathematics	Science
English	Social Studies
Urdu	Programming

SKILL DEVELOPMENT PROGRAM	SPORTS	PARENT FUNDED TRAINING COURSES
Carpentry	Basketball	Swimming
Art, design, and Calligraphy	Futsal	Shooting/Archery
Basic Auto Mechanics	Table Tennis	Horse Riding
	Wall Climbing	Robotics
	Boxing	
	Scrabble	

English Language Arts

Middle School Level 1: first year

In Middle School, students will learn how to read for deeper meaning through collaborative discussion of a wide range of texts. Students may begin to understand themes and main ideas and will be able to identify different genres and structures. They will practice asking and answering questions to facilitate understanding and learn to support their arguments with evidence from the text.

In addition, students will work on individualized term-long projects to develop their writing craft. They will learn style, organization, and content. Emphasis will be on continual revision and peer and mentor feedback not only fosters a growth mindset, but provides an application-based avenue for students to learn grammar, punctuation, and spelling.

Middle School Level 2: Second and Third Year

In Middle School, students will focus on how to:

- Cite textual evidence to support inferences, conclusions, predictions, and generalizations.
- Identify the theme or central idea of the text.
- Explain how literary elements and devices contribute to the theme.
- Provide objective summary of text distinguishing between objective details and subjective opinions.
- Describe how characters respond or change as the plot moves toward a resolution.
- Identify the stages of plot, including exposition, rising action, climax, falling action, and resolution.
- Determine the meaning of the words and phrases as they are used in a text, including figurative and connotative meanings.
- Analyze the impact of a specific word choice on meaning and tone.
- Explain how an author develops the point of view of the narrator in a text.

Computer Programming

In Middle School, they will learn programming basics, build robots, and eventually progress to creating interactive webpages using jQuery. Game-based, self-paced tools will foster a passion for problem-solving in our students and build creative confidence.

In Middle and Upper School, students will develop solutions using their knowledge of programming. They will definitely set goals for personalized projects and use computing to strengthen their skills in inquiry, analysis, synthesis, diagnosis, innovation, reasoning, and managing complexity.

Math

We would like to utilize Khan Academy Math for our self-paced math program, this personalized, blended learning is supported by small-group and one-on-one lessons with our STEM Content Specialists.

"While the standards may be common, we know that students are not – they each will have their own learning journey. This is why we are committed to personalize learning that lets students practice what they most need help on, at their own pace, at absolutely no cost." –Sal

Khan Academy has grade-level "missions" aligned to the National and CAIE curriculum. Each student has their own learning dashboard that uses state-of-the-art, adaptive software to identify gaps and show progress. Students also receive fun badges, energy points, and avatars along their grade-level "mission."

Students, teachers, and parents are empowered with instant data to track students' progress over time. Our Content Specialists are able to quickly identify which students need more one-on-one attention and which students are meeting their personal goals.

Science

We value learning through investigation. Students will construct meaning by designing, conducting, and reflecting on scientific investigations. The scientific process, which encourages hands-on experience, inquiry, and critical thinking, will enable students to make informed and responsible decisions, not only in science but also in other areas of life.

TLS students are going to be provided opportunities to work individually and with their peers to learn about science within and beyond the classroom. They will develop safe and responsible working habits in practical science. The knowledge, skills, and attitudes that students will develop in sciences courses provide a meaningful foundation for further study and help to prepare students for careers in academic and corporate research, as

laboratory assistants and managers, in scientific consultancy for a range of companies and NGOs, in teaching, in fieldwork and journalism.

There will be few direct lessons as well.

World Languages

Students have the option to attend parent-funded language options during Extended Day, such as Arabic, Mandarin/Chinese, French and Spanish. Our Foreign Language Content Specialists focus on teaching...

- Conversational and cooperative interactions, which come to life during the school day as skits, dialogues, and video communications.
- Foundations for understanding oral language, such as nasheeds and tongue twisters.
- Foundations in literacy. Students read books, practice working with a dictionary, and learn grammatical structures and patterns.
- Cultural exposure and broadened perspective: our students will take field trips, host celebrations, cook, and makes arts and crafts relevant to the study of each language.
- They learn the value of speaking another language and spend time seeing the world

Assessment

Our approach to continuous learning is based in assessment, research, and development.

How Assessment Informs Our Approach to Learning

Our approach to learning is informed by diagnostic, formative, and summative assessment, goal tracking, frequent one-on-one conferences with teachers, and review of data from online tools. Qualitative and quantitative assessment data is shared with students and parents on an ongoing basis and during student-led parent-teacher conferences.

Research and Development

As a lab school, we monitor existing and new findings in education research and learning science to inform our programmatic choices. We continuously reflect on our successes and challenges, student outcomes, and stakeholder feedback. We commit to agile iteration to improve our program and share our learning broadly.

Goal Tracking

To support the development of student agency, students learn how to set meaningful goals and hold themselves accountable for their learning and personal development. They meet one-on-one with Advisors each week for guidance in setting, meeting, and supporting personal goals.

Students learn to meaningfully reflect on questions such as, Did I reach this goal? Why or why not? How far did I get? What were my successes? What were my challenges? Will I change anything about how I did this next week?

We believe in creating a platform for students to develop their ability to take action, assume responsibility for their behavior in a safe learning environment, and apply all this in unfamiliar situations. Students own their learning and have a voice in their school experience.

Parent-Teacher-Student Conferences

Our parent-teacher conferences are student-led. There are two conferences each year. The purpose of these student-led conferences is to discuss individual student's academic and social development.

Portfolios

While at TLS, students build a portfolio of work that displays mastery across academic and non-academic domains, from core skills to global citizenship, sciences, arts, and beyond.

Exhibitions

In exhibitions all students present their work to an audience of family and friends. Students use these exhibitions as an opportunity to share across Levels, give back to the community, and learn from others' feedback and expertise. The Exhibitions also provide a meaningful way for students to practice public speaking and presentation skills.

A Day in

TLS

How a Day will look like in The Lab School

7:45 a.m. - 8:00 a.m.	Physical Exercise
8:00 a.m. - 8:25 a.m.	Advisory and Goal Setting/Reading
8:30 a.m. – 9:30 a.m.	Personalized Learning, Seminars, One-on-Ones
9:30 a.m. - 10:30 a.m.	Personalized Learning, Seminars, One-on-Ones
10:30 a.m. – 11:00 a.m.	Free Play (Table Tennis, Wall climbing, basketball etc)
11:00 a.m. – 12:00 p.m.	Personalized Learning, Seminars, One-on-Ones
12:05 p.m. - 1:20 p.m.	Lunch, Nap, Namaz
1:20 p.m. - 1:45 p.m.	Ethics and Values Session/Discussions
1:45 p.m. - 3:15 p.m.	Studio Time, Art, Project-Based Learning/Personalized Learning

A Week in

TLS

How a week will look like in The Lab School

Time Duration		Mon	Tues	Wed	Thurs	Fri	
7:45 - 8:00	15 mins	Physical Exercise					
8:00 - 8:25	25 mins	Advisory/ Goal setting/Reading					
8:30 - 9:30	60 mins	Personalized learning / Seminars/ One on ones				Ownership	Cricket Futsal Soccer
9:30 - 10:30	30 mins	Personalized learning/ Seminars/ One on ones					
10:30 - 11:00	60 mins	Ownership: Free Play				Parent Funded	Robotics Shooting Swimming
11:00 - 12:00	60 mins	Personalized learning/ Seminars/ One on ones					
12:00 - 12:25	25 mins	Lunch					
12:25 - 12:55	30 mins	Siesta/Nap					
12:55 - 1:20	25 mins	Zuhar Prayers					
1:20 - 1:45	25 mins	Ethics and Values Session					
1:45 - 3:15	90 mins	Ownership: Science Project/ Computer Programming/Art-Calligraphy-Designing/Studio Time/ Personalized learning					

Eligibility and Admission Process

Eligibility for Middle School:

Students must be of 10 years old by July 1st of the year of entry to be eligible to attend TLS. Maximum age of student to be admitted in Middle School is 13.5 years.

Selection Criteria:

We are looking for students who are excited to take an active role in their education and for parents who hope to support their children in becoming lifelong learners. The recruitment goal is to bring together families who are committed to the learning community and will contribute to it in any number of ways. TLS seeks to create a racially and economically diverse group of learners, representative of the community we are a part of, in order to facilitate cross-cultural communication and broaden the worldviews of students

Admission Procedure:

Presentation for understanding TLS model

Application Form with all required documents

Admission Test

Parent Interview

Facilities

Flexible Seating Class Room

Rather than confining kids to traditional tables and chairs, teachers will give students lots of different seating options so that children can take control of their learning and find a class room work space that feels best to them.

- Library
- Science Lab
- Quiet Room
- Lecture Rooms
- Basketball Court
- Futsal Court
- Indoor Sports/Games
  - Table Tennis
  - Scrabble
  - Board Games

Development Programs

Physical Development Programs

- Athletics
- Basketball
- Futsal
- Table tennis
- Wall Climbing

Skill Development Programs

- Basic carpentry
- Basic mechanics
- Art and calligraphy

Board of Advisors

Dr. Zeeshan Ahmed

Acting Rector & Dean, KSBL

Associate Professor, Finance & Accounting

PhD, Mississippi State University, USA

CFA, MBA (IBA Karachi)

Dr. Zeeshan is the Acting Rector & Dean and an Associate Professor at KSBL. Prior to joining KSBL, he was heading the undergraduate program at Suleman Dawood School of Business, LUMS.

Dr. Zeeshan has over 20 years of diverse experience in teaching, training, consulting and research. After completing his MBA from IBA Karachi, he worked as a management consultant with Ferguson Associates, an affiliate firm of PricewaterhouseCoopers. He completed his Ph.D. from Mississippi State University, US in the discipline of Finance.

His two-decade-long experience as an academic comprises teaching and training using a variety of pedagogical techniques (including case method) at top business schools in Pakistan including KSBL, IBA and LUMS. He hasdZZs also been influential in shaping the curriculum for business education at these schools.

Dr. Zeeshan also serves on the Board of Institute of Financial Markets Pakistan (IFMP) SECP, CPD Committee of Institute of Chartered Accountants Pakistan (ICAP) and academic council of IBA Centre for Excellence in Islamic Finance (CEIF).

Azim Ul Haq

Director Digital Products, Telenor Digital, Norway

Strategic Branding Programme, London Business School

MBA, Marketing. Southeastern University- Washington DC

Internationally experienced marketing professional, Mr. Azim has served multiple operational & strategic leadership roles in a career spanning over 20 years with great success.

He launched 2 Telco startups as Head of Marketing, while delivered successful Go2Market/brand strategies for 9 others.

Experience includes working with 13 different countries/markets within the area of customer insights, segmentation, marketing strategy & operations and brand/digital product management.

In summary an internationally experienced and successful marketer with a proven tracks record.

Mr. Yameenuddin Ahmed

CEO and Vice President, Global Trainings-Timelenders

Yameenuddin Ahmed has been associated with Timelenders since 2004 as one of its key leaders in the area of life transforming trainings, coaching, and counseling. To date, Ahmed has helped thousands of individuals and hundreds of organizations in developing worthy and powerful visions and in bringing order, enhancing character, and improving performance in personal and professional living.

Another distinction of Mr. Yameenuddin is his ability to work with families, groups of youth and parents in developing visions for their families and the realization of the same by managing their time effectively to an extent that every single day we spend should take us closer to our visions

Currently, Ahmed is involved with research on productivity habits for his book *Changing Personal Productivity Paradigms.*

Mr. Sultan Hamdani

Founder & Partner MaisonConsulting.com

MBA, Institute of Business Management

Sultan Hamdani is a seasoned Business Process Consultant with over two decades of experience in the business application industry and particular expertise in mission critical computer systems' including ERP and XRM, business process analysis, strategic management and tactical collaborations.

Sultan is also the founder MaisonConsulting.com, which was founded in 2004 which within years has now multiple global offices servicing 80 countries across Middle East & Africa.

Sultan holds an MBA from Institute of Business Management, before which he completed his BBA (Hons) from the same university.

Sultan volunteers to many initiatives including but not limited to Pakistan Children Heart Foundation and Pakistan Software Houses Association.

Saad Rehman Shah

MS, North Carolina State University- USA

BSc, Lahore University of Management Sciences

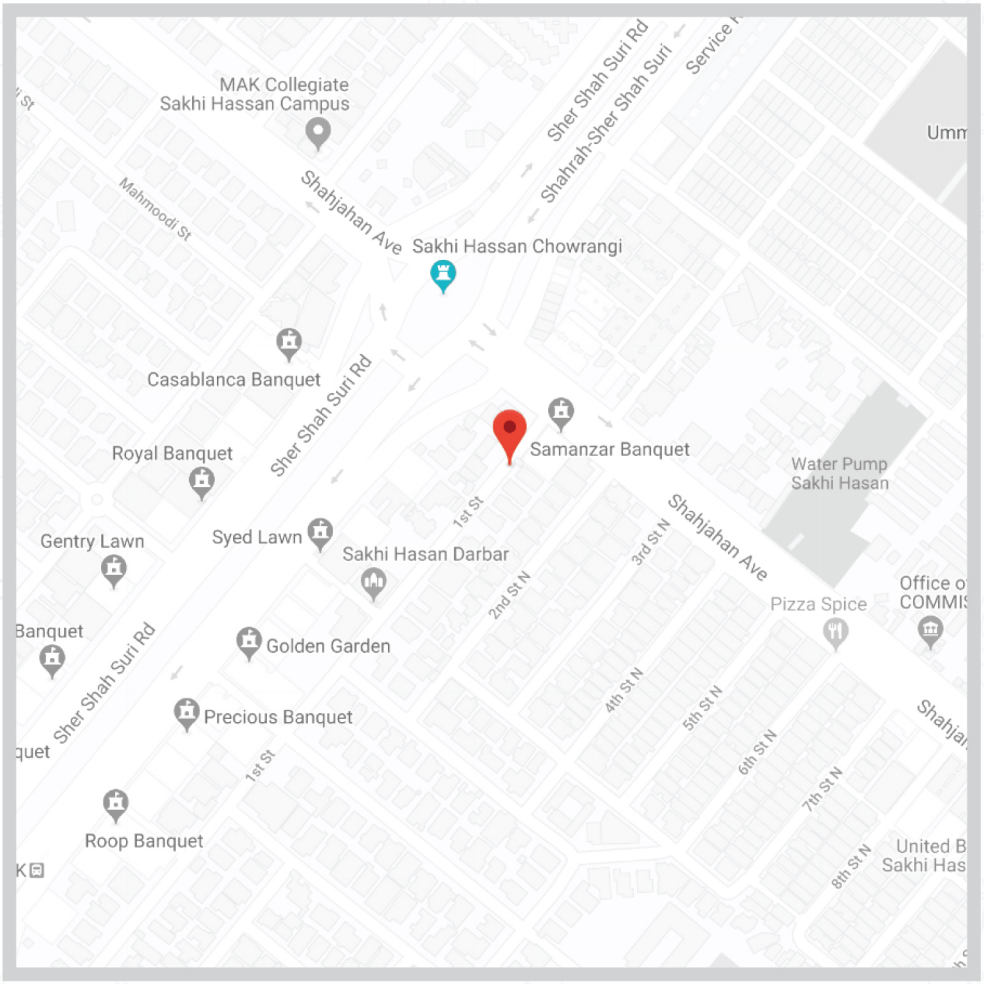
Saad Rehman graduated from North Carolina State University with major in Computer Science. At university, he also studied psychology, philosophy and literature in addition to main computer and math courses. He does graphic designing as a hobby. He joined Tellabs as a research engineer.

Currently he works at Symantec Inc, a global leader in network security.




Location

Map



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