

School Overview

THINK Global School (TGS) is a traveling high school where students live and learn in four different countries each year, making unforgettable connections between their education and the world around them.

This is an education unlike any other for students whose curiosity knows no bounds. TGS students spend as much time on classwork and homework as their counterparts at other top international high schools, but no other school offers such a wealth of cultural and academic experiences to coincide with its challenging curriculum.

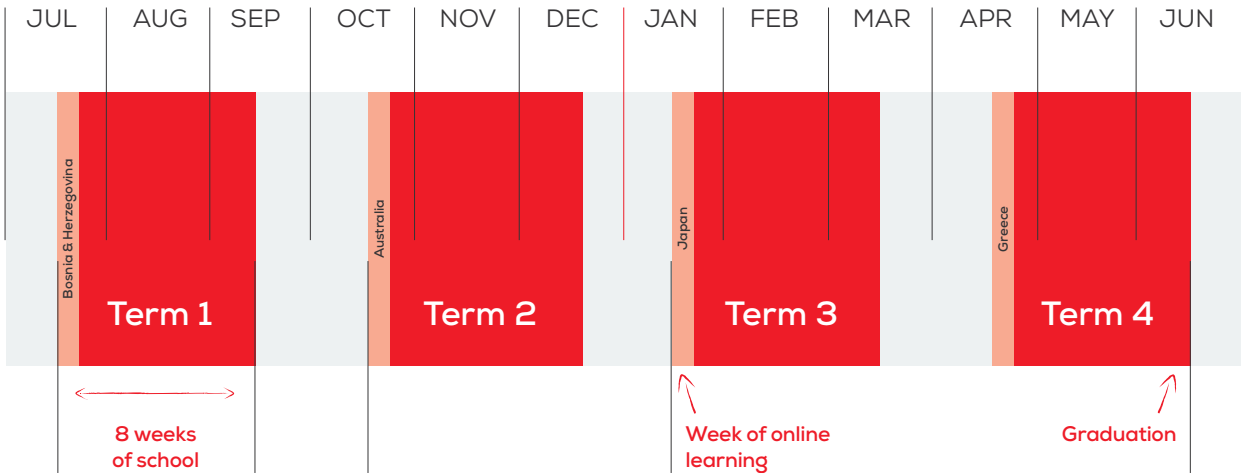
School Origin

THINK Global School was founded in 2010 by Joann McPike, an intrepid traveler herself, who struggled to find a school for her son Alex that offered the ability to learn firsthand in the world rather than through classrooms and textbooks. Since its inception, THINK Global School has held terms in over 30 countries and graduated 182 students hailing from 51 countries.

Mission Statement

THINK Global School challenges learners, through firsthand experiences of global travel, to become compassionate individuals who are curious and knowledgeable about the world and motivated to affect meaningful change.

2023-24 School Calendar



Each academic year, TGS students travel to four countries where they live and learn through firsthand experiences and projects relevant to their surroundings for seven weeks. Before each term begins, students take part in one week of online learning to prepare for the experiences that lie ahead. It’s a valuable way for students to understand in-country expectations and hit the ground running.

In between countries, students have five-week breaks to reconnect with family and friends, prep for university entrance exams, and develop and implement their mastery and service projects.

Even with these breaks factored in, students at THINK Global School average 192 days of school per year, which is higher than the United States average (180) and places TGS on par with countries such as Canada, Australia, the UK, New Zealand, and Japan.

School Demographics

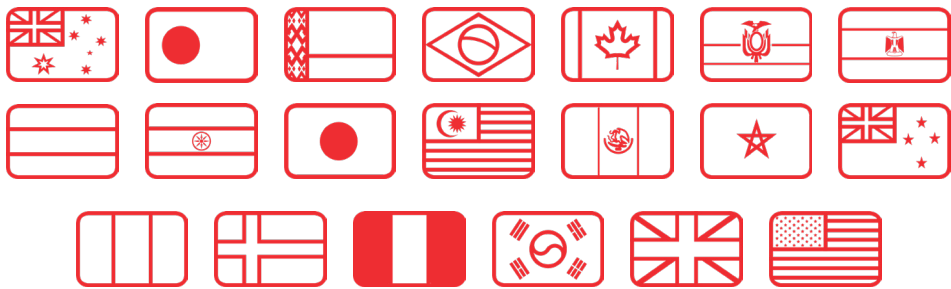
THINK Global School students come from across the world and many socioeconomic backgrounds, ethnicities, and systems of belief. They hail from twenty-five countries, speak a multitude of languages, and have experienced vastly different childhoods. Due to a 3% acceptance rate, attendees undergo a highly selective admissions process that includes student and parent interviews, a VIA Character Strengths Assessment, teacher recommendations, and other forms of skills evaluation.

THINK Global School at a Glance

- Founding Date: 2010
- School Type: Private
- Curriculum: Project-Based Learning
- Campus: Traveling; No Fixed Traditional Campus
- 99% Graduation Rate
- 94% University Matriculation Rate
- 2024 Graduating Class Size: 21

2023 Student Population

- 41 Students, 25 countries, 6 continents, 26 Languages
- School Ranking System: Not Applicable
- 85% of TGS students are receiving some form of financial aid
- Class of 2024: 21 students, 6 continents, 20 countries, 11 languages



Australia | Bangladesh | Belarus | Brazil | Canada |Ecuador | Egypt | Hungary | India | Japan | Malaysia  
Mexico | Morocco | New Zealand | Nigeria | Norway | Peru | South Korea | United Kingdom | United States

Onsite Staff

- 14 onsite staff, 11 teaching staff, 6 countries, 4 continents
- Educators with Master’s Degrees: 88%

Accreditations, Associations, and Awards

THINK Global School students graduate with an American diploma fully accredited by the Western Association of Schools and Colleges (WASC). The school is a member of the Education Collaborative for International Schools (ECIS), the National Association of Independent Schools (NAIS), and the East Asia Regional Council of Schools (EARCOS). In 2023, THINK Global School was awarded the Progressive Educational Delivery Award at The PIEoneer Awards for its Changemaker Curriculum.



Academic Overview

THINK Global School’s Changemaker Curriculum combines high academic standards with student-driven, project-based learning. Through development in three key areas – mastery, autonomy, and purpose – the Changemaker Curriculum shapes informed global citizens who are empowered to enact change.

You won’t find a standard classroom setting at TGS. Instead, students learn through a series of self-directed projects and teacher-led modules. This student-centered approach to learning emphasizes proactive problem solving, creativity, and deep critical thinking – invaluable skills in our increasingly globalized world.

Grading Scale

THINK Global School employs a non-weighted, universal scale to determine student grades. Grades are represented in an alpha fashion on student report cards and transcripts, with the grades being converted numerically to calculate their grade point average.

TGS diplomas require four years of high school; however, TGS does not offer grade 9. As a result, Grade 10 applicants must provide an official transcript for their Grade 9 year from their previous school. Similarly, Grade 11 applicants must submit official transcripts for both Grade 9 and Grade 10.

You can find our Letter Grading Scale below alongside the corresponding grade point average.

TGS Letter Grading Scale			
Letter Grade	Numerical Conversion	Grade Indicator	Corresponding GPA
A	90-100%	Outstanding	4.0
B	80-89%	Above Average	3.0
C	70-79%	Average	2.0
D	60-69%	Below Average	1.0
F	0-59%	Failing	0.0

Graduation Requirements

Graduation requirements are for four years as TGS students are in 10th, 11th and 12th grade plus the final year at their previous school. In addition to traditional high school credit requirements, upon graduation, students must be proficient in all 21st Century Skills, successfully complete an individual Capstone Research Project, a service project, a mastery project, and participate in TGS’ student wellness and university preparation programs.

Credit Requirements	Advanced Work Requirements
English 4	Mastery Project
Math 3	Mastery of 21st Skills and Learning Targets across disciplines
Science 3	Capstone Research Project
Social Studies 3	Creation and completion of Advance Inquiry Learning Targets
Word Lang. 2	Digital Portfolio
Art 2	Service Learning Project
PE/Health 2	Personal, Social, Emotional Wellness Program

Place-Based Learning

At THINK Global School, the world really is our classroom. Key to this is place-based learning, which Getting Smart describes as “connecting learning to communities and the world around us.” Students who join TGS in the 10th grade live and learn in ten countries, while students who join in the 11th grade live and learn in eight.

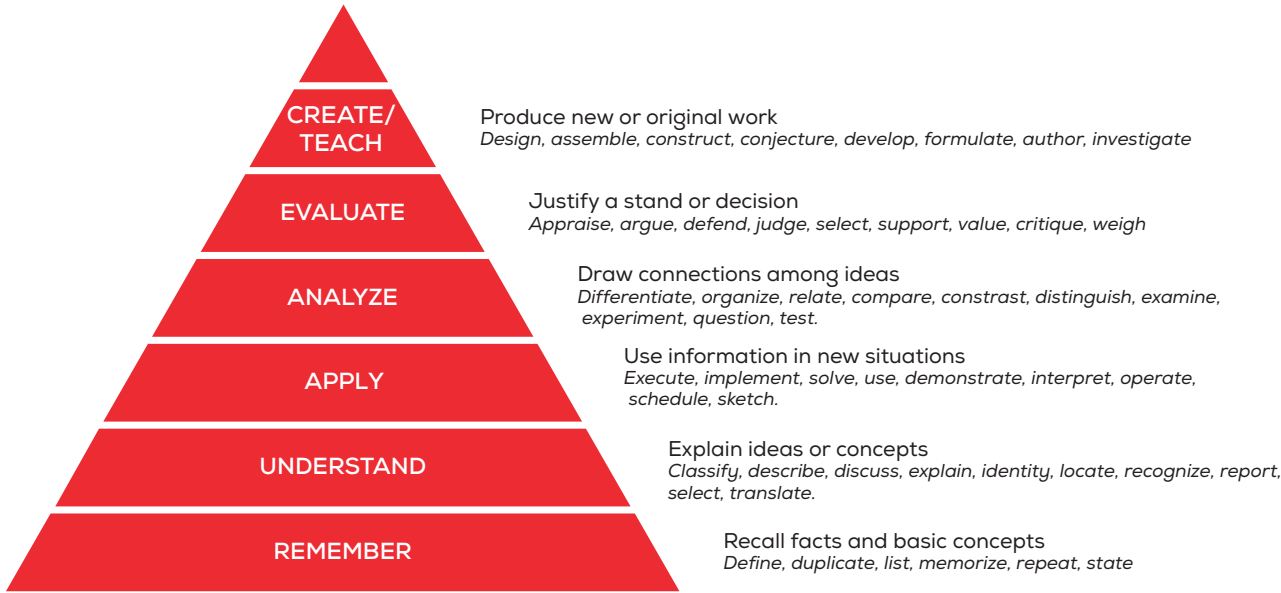
These travels provide opportunities to interact with many different cultures and communities, and each interaction is a chance to learn about the pressing social, environmental, economic, and cultural issues relevant to that part of the world.

Countries visited by the Class of 2024					
Australia	Bosnia	Botswana	Greece	India	Japan
Malaysia	Mexico	Oman	South Korea	Turkiye	UAE

Project-Based Learning and Skills Mastery

Project-based learning models how we live and work in the real world and challenges students to acquire a deep understanding of complex issues. Projects at TGS are multidisciplinary and collaborative, eight weeks in length, and provide authentic opportunities for students to think critically, guide their learning, and hold themselves accountable for high quality results.

Another key aspect of a THINK Global School education is skills mastery. Each project is constructed around our 122 learning targets which span nine subject categories alongside 21st Century Skills. As students progress through grades, they must achieve the rank of novice in all of our learning targets, specialist in 70% of our targets, and complete one mastery project to meet the requirements for graduation from THINK Global School. Assessment is based on two principles, excellence and mastery, which is governed by the levels of Bloom’s Taxonomy, found below.



Service Learning Projects

At THINK Global School, service learning isn’t just an add-on -- it’s an integral part of our ethos. As our students traverse different countries and cultures, they’re exposed to many complex global challenges. Service learning projects, which occur each term, allow them to delve deeper into these issues, weaving together academic inquiry with hands-on community engagement. This approach amplifies their global understanding and nurtures a profound sense of responsibility.

Academic Advisory

With the guidance of their academic advisor, students pursue 1-2 academic projects per term. These can take the form of anything from conducting scientific research and presenting their findings, to creating a paper or presentation to document their new understanding a chosen subject or topic. An academic advisor helps plan and evaluate this work, tracking them against the school’s learning targets to ensure students are receiving a well rounded education covering all academic disciplines.

Career and University Counseling

At THINK Global School (TGS), the journey toward higher education and post-high school life is a tailored experience centered around each student’s unique aspirations and goals.

Through the career and university preparation program, students collaborate closely with the school counselor, receiving personalized guidance on a myriad of post-TGS pathways, whether that’s university admissions, gap year projects, entrepreneurial ventures, or other unique endeavors. This comprehensive support system ensures that students are not only well-equipped academically, but also have a clear vision and organized plan for their future, whatever direction it may take.

Student Wellness

At THINK Global School, student wellness is prioritized through a holistic approach encompassing physical, emotional, and social well-being. Recognizing the importance of a balanced lifestyle, TGS offers a diverse range of sports and fitness activities, from yoga and meditation to soccer and surfing, tailored to the unique locales we visit. By integrating wellness into the core of our educational journey, students at TGS are not only nurtured academically, but are also empowered to lead healthy, active lives.

Capstone Research Project

The Capstone Mastery Project is a year-long project through which students demonstrate their ethical research practices, analytical skills, leadership qualities, and written and oral communication proficiency.

As part of their Capstone Mastery Project, students are required to conduct original research, data collection, analysis, and synthesis of their findings. To conclude the project, they must defend their thesis before a panel of educators.

weXplore

weXplores at Think Global School are week-long excursions held each term that allow students to venture outside their host city and see a different part of the country. Each weXplore is multidisciplinary and typically tied to the module our students participate in. Designed to broaden horizons and foster personal growth by exposing students to local challenges, weXplores are often regarded as our students’ favorite week of the term.

“My most vivid and surprising moment in Botswana was my time during weXplore. Seeing the animals was an unreal experience and it is something that I will never forget. I really enjoyed learning about their tracks, the way they behave, and so much more. Botswana was such a unique term that I’ll never forget.”

-Class of 2022 Alum Seckhen Andrade Cuellar

University Acceptances (Classes of 2014 - 2023)

94% of THINK Global School graduates have gone on to university

Abertay University (UK)	Maastricht University (NL)	University College Dublin (IE)
Albion College (US)	Macalaster College (US)	University College London (UK)
Am. Musical and Dramatic Academy (US)	Maryville University (US)	University College Maastricht (NL)
American University of Paris (FR)	Massey University (NZ)	University of Aberdeen (UK)
Amsterdam University College (NL)	McGill University (CA)	University of Amsterdam (NL)
Appalachian State University (US)	Mills College (US)	University of British Columbia (CA)
Arizona State University (US)	Massachusetts Institute of Technology (US)	University of California – Berkeley
Australian National University (AU)	Minerva Schools (US)	University of California – Riverside (US)
Bard College (US)	Monterrey institute of Tech. and Higher Ed. (MX)	University of California – Santa Barbara (US)
Bard College Berlin (DE)	Nagoya University (JP)	University of California – San Diego (US)
Baylor University (US)	Newcastle University (UK)	University of California – Santa Cruz (US)
Bocconi University (IT)	New College of the Humanities (UK)	University of Cantebury (NZ)
Boston College (US)	New York University – Abu Dhabi (UAE)	University of Cumbria (UK)
Bowdoin College (US)	New York University – Shanghai (CN)	University of Edinburgh (UK)
Bryn Mawr College (US)	NYU – Gallatin School of Individualized Study (US)	University of Glasgow (UK)
California State – Long Beach (US)	NYU – Tisch School of Arts (US)	University of Groningen (NL)
Centre College (US)	North Central College (US)	University of Illinois at Chicago (US)
Chapman University (US)	Oberlin College (US)	University of Manchester (UK)
City, University of London (UK)	OCAD University (CA)	University of Massachusetts – Amherst (US)
Clark University (US)	Occidental College (US)	University of Melbourne (AU)
Colorado College (US)	Ohio Wesleyan University (US)	University of Missouri – St. Louis (US)
Columbia University (US)	Otago University (NZ)	University of Northern Iowa (US)
Cours Florent, Paris (FR)	Pepperdine University (US)	University of Nottingham (UK)
Dickinson College (US)	Pitzer College (US)	University of Oxford (UK)
Durham University (UK)	Prague College (CZ)	University of Oregon (US)
Earlham University (US)	Quest University (CA)	University of Redlands (US)
EDHEC Business School (FR)	Reed College (US)	University of Rochester (US)
Eindhoven Univ. of Technology (NL)	Regent’s University London (UK)	University of San Francisco (US)
Elon University (US)	Rhodes College (US)	University of Southampton (UK)
Embry-Riddle Aeronautical Univ. (US)	Ritsumeikan University (JP)	University of Tennessee (US)
ETH Zurich (CH)	Royal Academy of Art – The Hague (NL)	University of Texas – El Paso (US)
Franklin & Marshall College (US)	Royal Holloway, University of London (UK)	University of the Arts, London (UK)
Franklin University Switzerland (CH)	Saint Louis University – Madrid (ES)	University of Toronto (CA)
George Mason University (US)	Santa Clara University (US)	University of Twente (NL)
George Washington University (US)	Sciences Po Reims (FR)	University of Vermont – Burlington (US)
Georgetown University (US)	Scripps College (US)	University of Washington (US)
Hampshire College (US)	Skidmore College (US)	University of Wisconsin – Green Bay (US)
Harvard University (US)	Soka University of America (US)	Vassar College (US)
Hult International Business School (UK)	Southern Illinois University – Edwardsville (US)	Virginia Union University (US)
IE University (ES)	Southern Methodist University (US)	Vrije Universiteit Amsterdam (NL)
Ithaca College (US)	Swarthmore College (US)	Waseda University (JP)
Jacobs University of Bremen (DE)	Syracuse University (US)	Watson Institute (US)
Karlshochschule International Univ. (DE)	Technical University of Munich (DE)	Wellesley College (US)
Keio University (JP)	Texas Christian University (US)	Whitworth University (US)
Kenyon College (US)	The American Academy of Dramatic Arts (US)	William & Mary (US)
King’s College London (UK)	The New School (US)	Windesheim Honours College (NL)
Kyoto University (JP)	The New School: Parsons School of Design (US)	Yale University (US)
Leiden University (NL)	Tilburg University (NL)	Yamanashi Gakuin University (JP)
Lewis & Clark College (US)	Trinity College (US)	
Loyola Marymount University (US)	Universidad San Francisco de Quito (EC)	

Contact Information

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