Pascal Vallet

INTERNATIONAL SCHOOL PRINCIPAL

CANDIDATE · MIDDLE SCHOOL PRINCIPAL, UNIS

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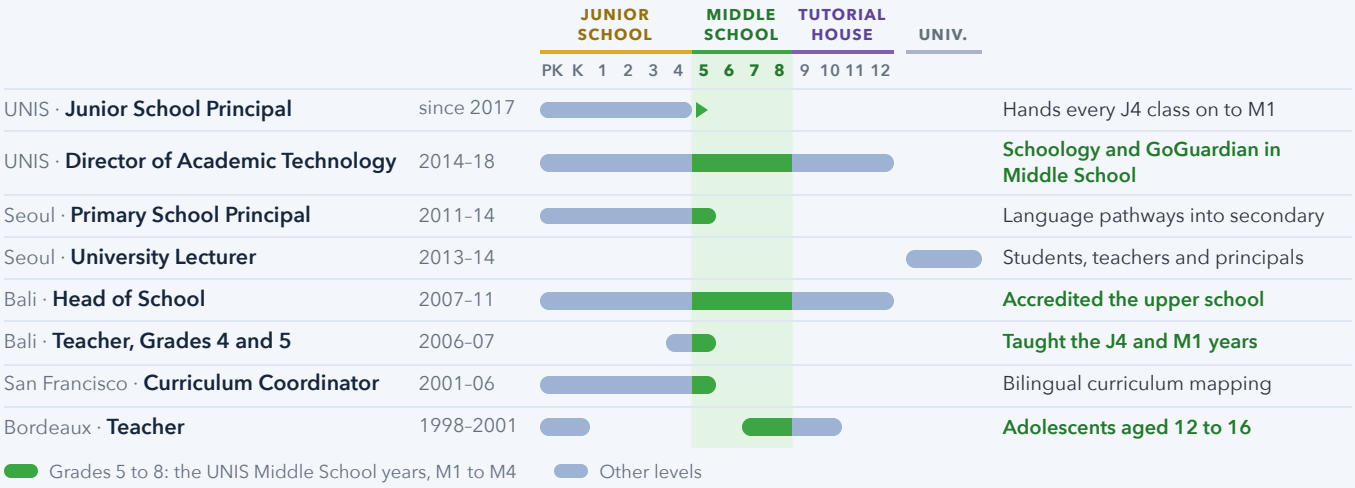
"We never educate directly, but indirectly by means of the environment." John Dewey, *Democracy and Education*, 1916

Member of the UNIS leadership team since 2014 and Junior School Principal since 2017. Earlier, as Head of School in Bali, led the middle school and opened and accredited the upper school above it; led the primary school of the Lycée Français de Séoul; and, early on, taught adolescents in therapeutic education. Builds schools where every student is known and heard, and where the adults around them have the time, the information and the trust to do that work together.

One career, every stage of school

Levels led or taught, mapped onto the three UNIS divisions and beyond



LEADERSHIP EXPERIENCE

Green marks work with adolescents and the middle years

Since 2017 — Junior School Principal

New York
Pre-K to Grade 4

Acting Principal from August 2017, appointed January 2018

United Nations International School · about 410 students, 70 faculty and staff

- **Student wellbeing.** Led the redesign of incident reporting and restorative follow-up through Themis, the Junior School's student-support platform, with a clear protocol for documenting and addressing bias and discrimination, escalating concerns, and following up with students and families.
- **Student support.** Brought teachers, counselors, learning specialists and families into one process for referrals, individualized support and follow-up; co-introduced scheduled small-group intervention and enrichment.
- **Across divisions.** Co-led a review of learning and social-emotional support in all three divisions; work with Middle School colleagues on the J4 to M1 transition and on cross-divisional curriculum and language reviews.
- **Teaching and learning.** Support faculty growth through classroom observation, timely written feedback and professional dialogue.
- **Inclusion.** Co-designed and led Bend the Choice, a scenario-based workshop in which 59 colleagues anonymously flagged possible microaggressions in a shared story, then discussed how to respond.
- **Operations.** Rebuilt everyday systems with colleagues (class placement, substitute coverage, purchasing, field trips) so that decisions rest on good information and teachers get time back.
- **Families.** Partner with families through clear communication, parent-teacher conferences and parent education.

2014–2018 — Director of Academic Technology

New York
All three divisions

United Nations International School · member of the school leadership team

- Led the rollout of Schoology in Middle School and Tutorial House, giving students and teachers one home for courses, learning resources and communication.
- Introduced Chromebooks and GoGuardian, co-wrote technology-use policies for students and staff, and organized training for middle and high school students in responsible, purposeful use.
- Co-led the schoolwide move to Veracross: data migration and validation, portal planning and staff training.
- Oversaw academic technology and IT systems schoolwide; trained faculty and staff, and presented to families in all three divisions on technology at school and at home.

2011–2014 · Seoul, South Korea · Primary school

Primary School Principal

Lycée Français de Séoul

- Redesigned language provision with expanded English-language support, a bilingual pathway and the introduction of Korean, strengthening continuity into secondary school; later a model in the French network.

2007–2011 · Bali, Indonesia · Pre-K to Grade 12 · At the school from 2006

Head of School

École Internationale Française de Bali · primary, middle and upper school

- Led the primary and middle school divisions, then opened the upper school one grade at a time and secured its French Ministry of Education accreditation, so that families no longer had to leave Bali for their children to continue. Its first cohort went on to a 100% baccalauréat pass rate.
- Wrote the schoolwide code of conduct with middle school students, teachers and staff, giving students a real say in the expectations they would live by.
- Brought the secondary team together regularly to share teaching practice and review each student's progress; introduced a more rigorous faculty recruitment process.
- Joined in 2006 teaching Grades 4 and 5 (J4 and M1 at UNIS) and represented teachers on the school board.
- Doubled enrollment within three years; built timetables for 15 grade levels; designed the science laboratory, library and sports facilities the secondary program required.
- Developed the language curriculum, with teaching groups based on proficiency. Co-developed and signed the first partnership agreement between an accredited school and the AEFE, France's agency for education abroad.

2001–2006 · San Francisco · Bilingual program

Curriculum Coordinator and Academic Technology Coordinator

French American International School

- Led curriculum mapping and supported classroom practice in a bilingual French-English school offering both the French baccalauréat and the IB, accredited by the French Ministry of Education, WASC and CAIS.
- Established the school's Academic Technology Coordinator role in 2002 with the Head of School.

1998–2001 · Bordeaux region, France

Teacher

French public education

- Taught adolescents aged 12 to 16 with significant academic, behavioral and social-emotional needs in a therapeutic education setting (1999–2001); built a technology project connecting them with the wider world.
- Taught preschool (1998–1999) and trained colleagues in the educational use of technology.

DEVELOPING TEACHERS AND LEADERS

Regional faculty development, Asia-Pacific

AEFE network · 2008–2014

- Trained teachers and teacher trainers, including the pedagogical advisers supporting middle and high school teachers, and built the communication tools linking French schools across 16 countries.

University Lecturer and Course Leader

Sookmyung Women's University, Seoul · 2013–2014

Led a course in philosophy of education and social-constructivist teaching for university students, practicing teachers and school principals.

EDUCATION

Harvard Graduate School of Education, 2023
Certificate in Advanced Education Leadership.

Principals' Training Center
Curriculum Leadership, 2026. Leadership and Team Dynamics, 2019. Creating an Effective School, 2018.

Université Bordeaux II
Master's-level degree in Educational Sciences, 2001: school climate and incivility. Bachelor's degree in Educational Sciences, 1996.

French primary teaching qualification, 1998.

Université Bordeaux I
Two-year university degree in Physics, Chemistry and Mathematics, 1995.

SPEAKING AND WRITING

Keynotes. "Shaping Tools, Restoring Humanity: AI, Automation, and the Human Work of Schools", AFSA Conference, 2026. Closing keynote, International School of Boston, 2025.

20+ talks, panels and workshops since 2023 for AAIE, ISS, NYSAIS, the Center for Applied Linguistics and the Committee on Teaching About the United Nations, including "Harnessing AI for Restorative Practices" (NYSAIS, 2025).

Author of "Every Tool Teaches" (2026) and "Multilingualism in the Age of Artificial Intelligence", in *Speaking the World* (CALEC–TBR Books, 2024).

RECOGNITION

Toddle, The 100. Independent School Innovators, inaugural 2026 cohort: Leadership and Systems Change.

AAIE. Nominee, Dr. Keith Miller International Innovative Leadership Award, 2026–27.

ACROSS CULTURES

French, English, Indonesian.

Intercultural Development Inventory, 2024: **Adaptation**, the most advanced orientation. Developmental Orientation **146.19**; Perceived Orientation **146.67**.

> *A willingness to "question the status quo without losing sight of the people who inhabit it."*
> Ollivier Dyens, PhD, Full Professor, McGill University, in his letter supporting the AAIE award nomination, November 2026