

Alfredians



A newsletter for King Alfred School Alumni

Summer 2015

From the Head – Dawn Moore writing in *The Alfredian*

2003...

It is quite unusual to be able to make a statement to the school's community in advance of taking up a role so, hopefully, I will be able to make the most of it.

How do you measure success? I am delighted that despite the current climate, KAS is still holding fast to its founding principles in that it judges success through a wide range of criteria and not the government's favourite assessment tool — SATs (Standard Assessment Tests). Some of the most important aims of education cannot be assessed through short external testing. These tests can only provide a snapshot. Even more worrying is the way children's self-images are being shaped by SATs. A research paper focusing on the effect of grading on Year 6 children clearly showed the potential detrimental effects; one child is reported as saying, "I'll be a nothing". I believe our children deserve more than this. I am proud to work in a school, which has remained true to its principles despite the myriad of cultural, political and economic changes within our society during the last century.

This does not mean that I believe we should not be open to change, quite the



contrary. Education, in its broadest sense, has changed enormously over the last hundred years – and so have we; recently a large number of staff and Council revisited one of the first prospectuses and compared this to our most recent one. We were both pleased and surprised to see that despite moving with the times the tenets by which we work remain appropriate and central to what we do.

We live in a society which is embracing a rapidly advancing globalisation of intellectual and economic endeavours. This is accompanied and facilitated by the exponential growth in commercialisation and information technology (IT).

Changes in how we can access knowledge will have a direct effect upon

teaching over the next ten years. Indeed, our understanding of how knowledge is constructed and the differences in how individuals learn will enable teachers to be able to support all pupils so that they can make even greater progress.

As a school community we must be prepared to be reflective and to keep abreast of useful research and initiatives: We need to be open-minded about current educational advances, and to integrate those which will complement our ethos and reject those which are brought about

for socio-political reasons rather than for the ultimate benefit of children. At the moment our Development Committee (made up of staff and Council members) is conducting a number of research projects, for example, on homework, enjoyment of learning and enhancement of provision for all. We are ascertaining the views of students about various aspects of their education and will be using this along with other work to help inform our planning. As you would expect, our students are proving to be very insightful. One of the biggest changes of course for any school is the internship of a new Head. I know the school well and I am looking forward to September and the challenges and opportunities my new role will bring...

2015...

Some years ago I was honoured to be asked to speak at an Independent School Association conference about how KAS dares to be different and, as I prepare to depart after nearly 30 years here, I urge all staff, students, parents and governors to continue to be different. For a long time now I have avoided describing KAS as a progressive school – much preferring the term 'rational'. Lately however, if using the definition of 'avoiding conformity and standardisation', perhaps the term 'progressive' has once again become appropriate.

I love the fact that children at KAS are

free to explore the world around them, through their choices of clothes, of learning activities and through play. I love that they can express themselves through art, music, performance and through the articulation of words and emotions. They can explore the intricacies of computer programming and the simple satisfaction of traditional crafts like blacksmithing. They can build dens, camps and even villages and communities. They can stroke a rabbit, dip a pond and climb a tree. They can use their hands to build, voices to debate, ears to actively listen and eyes to make the most astute observations.

I have always strived to give our students the freedom to develop into who they want to be and believe that the breadth of

experiences KAS offers goes a long way to achieving this. Education is multi-dimensional and multi-faceted; children become individual, innovative and irrepressible. Personally, I like the 3I's even more than the 3R's.

I hope KAS continues to:

- attend to the whole child,
- learn in a collaborative community,
- maintain social responsibility,
- embrace intrinsic motivation whilst striving for deep understanding,
- make learning active,
- take children seriously.

May you all have the self-confidence to continue to avoid conformity and standardisation and dare to be different.

Tributes to Dawn

FROM PUPILS...

My first memory of you was in September 1988 when you welcomed us into middle school at the start of the academic year, you were Dawn Johnson and we were class 1D. I remember at the time mainly feeling lucky that we had a young, cool and fun form teacher and didn't appreciate how smooth and seamless you helped make the otherwise potentially very scary transition into 'big school'.

But I think your greatest influence was teaching sciences and biology through my secondary years; a constant, steady presence in a subject that would be pivotal in my future career. I will never forget that you arranged work experience for me at London Zoo or patiently accommodated my idiosyncratic A-level biology project (remember the cabbage white caterpillars?). I have no doubt that your guidance and support was a significant factor in my winning that longed-for place at veterinary school.

Twenty-seven years later, and you are leaving KAS for pastures new and I have been practising veterinary medicine for 14 years. Latterly I have started teaching final-year veterinary students at the Royal Veterinary College and I like to think that I teach my students in the same spirit of encouragement, empowerment and a little bit of fun that you, quintessentially KAS, taught me. Thank you!

● **Louisa Rance**

I had breakfast with former classmate Ben Bates this morning in Santa Monica and we rewound 30 (THIRTY!!!!) years in time – to recall your first day as the new biology teacher of KAS Middle and Upper School...

And on behalf of Nicky Savva, Jamie Stevenson, Joe Morant, Greg Segal, Oli Chanarin, Tristan Bates and many, many more – I would like to take this opportunity to APOLOGIZE for the general havoc and occasional chaos caused during those hazardous science experiments, dissections and presentations.

Of course, we all knew from the moment we met you – that you're 100% true *Alfredian*. But I guess we couldn't help putting you to the test. Thank you for your patience, guidance, warmth and kindness.

You and Keith taught us all much more than Science and Football...

And these are lessons and values that we carry and pass on – wherever we find ourselves in life.

● **Ed Fraiman**

King Alfred School was a home to me during my time there, and continues to feel like a welcoming environment when I go back. Dawn Moore played an invaluable role in making me feel comfortable there during the years when I needed to feel safe. I was made to feel accepted, finding comfort in the knowledge that I always had a place of solace in her office, where I could go with any problem... no matter how trivial. I knew that I would be



heard and that she would always have my best interests as an individual, not just as a student, at heart. Her encouraging nature reassured me during times when I felt more than a little lost. To have someone so well respected show me that my opinion was valued, and believe in my potential in the way that she did, pushed me to overcome obstacles I found myself facing regularly at school. There was never any judgment when I talked with Dawn, she would only offer solutions and talk with me as an equal where my issues were important to her. Dawn cared about my progress at King Alfred's, and in return I fulfilled my potential in the way she showed me I could. I am forever grateful to have had a Head like Dawn Moore.

● **Leah Foster**





FROM COLLEAGUES...

I remember the day I came to be interviewed for my biology teaching job. 1990? Francis Moran, slightly rotund in his jumper, benign but sharp; Dawn, darting around in the staff room getting stuff organised; odd KAS parents asking me clever questions. I came to KAS to learn more about teaching – and science – and Dawn and Francis proved ideal ship's pilots. Dawn's uncanny ability to spot the difference between KAS good stuff, and Hampstead hyperbole, always made me chuckle. Dawn was then, and I'm sure remained, fresh air blowing about our gilded youth: good sense when it is needed. A mix of practical wisdom and forthright idealism. Her work made a difference, and it will endure.

● **Stephen Webster**

I have been Head of Lower School since September 2006 so I have worked with Dawn for nine years now. I have known her since around 1992, however, when my daughter Rose first joined the school in Year 3. Dawn was a biology teacher at that stage. Rose did AS Biology with Dawn and remembers her as "a fantastic, engaging, patient and inspiring teacher who always had fabulous hair!"

I have watched Dawn go from strength to strength as the years have gone by and for me it has been an absolute privilege to work with her. Dawn always has time, whatever she is doing. She has amazing clarity of thinking and just when I might have reached a dead end, she has come up with a fantastic solution to whatever the problem might be. She is a great support but at the same time, she gave me complete freedom to do my job the way I wanted to. Dawn's leadership has been unique in my career.

● **David Weale**

I have been privileged enough to have worked with Dawn since 2002 when I joined KAS as a school counsellor.

A lot has been said about her wonderful pastoral work with students and staff, but having worked with her closely for the last few years, I don't think anyone (apart from perhaps Pam) can be aware of the heart and soul that she puts into this work. There have been many evenings when she and I have been in contact either on the phone or by email to deal with some crisis or emergency that has arisen at school, and I cannot imagine that there are many Heads whose commitment to their school even comes close to Dawn's.

Over the years I have wondered whether she actually had a secret bedroom at the school, because it seemed that her car was there when I arrived, when I left, and even at the weekends – when I would be dropping my own children at the Highland Games.

Apart from the huge amount she does on a day-to-day basis to ensure the smooth running of the school, so much of the work that she does is under the radar and not widely known by staff, students, parents or council and this commitment has been my own personal inspiration. Her desire to help the well-being of all those connected with the school is paramount – often to the detriment of her own health and private life.

KAS is a unique place – largely because of her, and I have learnt a huge amount from her – particularly, that if you provide a framework of support for students that takes in the whole individual, then you will see them flourish and bloom as they move through the school. There are many students – too many to mention – who are a testament to that philosophy.

As I have said to her many times, I want to be her when I grow up.

● **Tracy Preston**





When I first met Dawn, she was hosting with Keith a tea for all new staff in their flat in Hendon. From that day it was clear to me that Dawn was a caring, compassionate lady, happy to help and prepared to lead. Dawn developed, during her working life, skills in counselling, understanding mental and physical health and in mentoring and inspection, but never became distant or disengaged.

Dawn brings care and compassion, common sense and pragmatism to everything she does. She is always open-minded and listens, but when a decision had to be made she was strong enough to drive the school in a direction and bring people with her.

Her door was always open and her mind always churning, epitomising the King Alfred mantra of always doing the best for each individual child.

After a break for the births of her two amazing daughters, Dawn returned and helped shape the school she believed was able to respond to the needs of nearly every child.

Dawn never asked you to make allowances for her hearing difficulties, instead would apologise if you needed to repeat something. I am humbled by the

thought of what she achieved and what she had to overcome.

There are not many Heads who don't instil some fear in their children. With Dawn, it was always the opposite. If a child was stressed they felt a sense of relief when they knew Dawn was just behind the door, and confident she would use her listening skills and fairness to resolve their difficulty. Many children relied on Dawn to explain something to their parents or to resolve a problem with an annoyed teacher.

As a Head she faced many challenges and she dealt with these and the expansion of the school buildings with a collaborative style of distributed leadership. Many will have learnt from Dawn and will admire her skills and compassion. We will also sorely miss her friendship.

● **Ruth Green**

Twenty-seven years of association; I know Dawn as a friend, a teacher, a manager, a Deputy Head, a Head, a lodger, a badminton opponent.

I have seen her grow into an inspiring and influential leader. In terms of pastoral care she has no equal. Her ability to facilitate staff to support and challenge individual pupils when their futures are in the balance is a template for appropriate intervention. How she has

balanced the roles of mother, wife and leader in this complex and demanding school is beyond me. She has pushed herself to the limits of what is possible.

We have all benefitted from her vision, her understanding of wider issues of finance, succession planning, buildings, interpersonal relationships, characterised by her close ties with her friend, ally and P.A. Pam Oliver. Her legacy will be measured in the future when we all say, "They were the golden years of Dawn Moore". Many of us have grown up together.

● **Chris Potter**

I remember how often groups of three or four children would come to her office clamouring to talk to her. There was openness, happiness and mutual respect that were a joy to see.

I remember always learning when I discussed development plans and draft policies with Dawn. I never failed to be surprised and impressed by her encyclopaedic knowledge of education, safeguarding regulations and ISI requirements. Small wonder that under her leadership the school dramatically improved its inspection grades.

I remember Dawn's last AGM when the standing ovation went on and on and on, showing the affection and respect that staff, parents and Old Alfredians have for her and her passion and commitment for KAS.

● **Tom Bloch**

I met Dawn in June 2010 when the school hired me as an external coach to support Dawn's leadership development. I had worked with some wonderful Heads in other schools before but it didn't take me long to realise that Dawn was a bit more wonderful than most.

A 360-degree assessment of her leadership was carried out with students, parents, staff and council members to help identify Dawn's strengths and development areas. Their comments only confirmed my first impressions that here was a Head who was not only a dedicated, hardworking and a thoroughly seasoned educationalist, but also a warm and caring leader who inspired openness and trust. I recall one of the verbatim remarks that captured her qualities perfectly. "Dawn is dynamic, effective, scrupulously fair and inspires loyalty, affection and respect".

I remember the first time she took me on a tour of the school, so many of the students wanted to stop and talk to her. Dawn was unfailingly kind and attentive and I thought then, as I do now, that Dawn is a very special person and King Alfred's a very special school.

● **Jill Hughes**



People have asked me what 'Alfredian' actually means. If you have ever seen Dawn talking to children you have witnessed it first hand.

● Tony Grounds

I can clearly remember when Dawn arrived at KAS in 1986, youngest and only female member of the science department. She quickly made her mark on her students, and impressed both John Peisley and Francis Moran as an exceptional teacher.

She also made an impression on one Scottish P.E. teacher, and some of us younger teachers were invited to join Sue Boulton for a weekend to roam the Grand Union canal on her narrow boat home. I think that great weekend confirmed that Dawn and Keith were a couple. At school, Friday evenings were reserved for staff to use the sports facilities, and in the gym, Dawn and Keith were a formidable badminton partnership. I enjoyed playing doubles with either of them, but together they were unbeatable.

During the next decade, we both did further degrees, but Dawn managed this whilst bringing up her two lovely daughters, Holly and Kristy. By 2001, Dawn and I found ourselves working closely together as part of the KAS management team and these years allowed me to see her many qualities at close hand. The term 'multi-tasking' might have been made for Dawn. Her knowledge about every child in the school is astounding. She also has an amazing vision about how the school buildings and grounds can best be designed for the benefit of teachers and children in an ever-changing educational environment. She even understands the accounts!

A few weeks ago, in a unit about disability, I asked Dawn if she would talk to my Year 7 PSHE group about how she coped with her deafness. It is a testament to her successful strategies that only one student had the slightest idea that she had this disability since she was a child. The class was gripped throughout the lesson, asked question after question, and I was reminded what a great teacher she is.

One of Dawn's many strengths, which might not be written about in an appreciation of her years as Head of KAS, are her outstanding pastoral skills. She has a rare skill of knowing and understanding the issues that individual students (not to mention colleagues) face. She has helped countless young people cope with difficulties in their lives, allowing them to believe in themselves,



and move on successfully.

When Dawn became Head, it was certainly head of the whole school. She already had a great insight into all areas of the school through Holly and Kristy, but Dawn got straight down to teaching reception classes DT. It must be very satisfying to see a whole generation of students pass through the school in her fourteen years as Head.

Dawn has always been supportive and easy to share problems with. She always managed to come up with solutions to problems when I had run out of ideas. Above all, she was fun to work with and would inject humour and a sense of perspective when things got hard. She made the difficult times bearable. Her love for the school led to such hard work over the years. The buck stops at the top, and this job comes with daily challenges. She has faced these with wisdom, and her decision-making has been thoroughly informed. The legacy she leaves us is immense. In short, she leaves the school in a better state for her being here.

● Rita Murray



As I look back over the past thirty years, I remember 1986 when this wonderful young woman, Dawn, joined what was then a mainly male dominated department, where she more than held her own. Luckily she did not fall in love with any scientist but managed to capture the heart of the head of P.E.!

I was immediately struck by her incredible enthusiasm for everything she tackled and her way of always putting the needs of her students first, a quality she never lost in all her years at KAS. However, her talents were not confined to science. I remember my surprise when I first discovered Dawn under a car. Her skills as a mechanic enabled her to offer this as a 'Choice' on Wednesday afternoons.

In my time at KAS I worked with three previous head teachers and know only too well the demands of the job. Dawn always operated an open door policy, which included wonderful hospitality in the homes she shared with Keith and their daughters, all of which at no small cost to herself.

Perhaps my most enduring memory was during the *What Motivates Children*

Conference in 2013 which drew plaudits from the likes of Tanya Byron, Gill Robins, Guy Claxton, Richard Gerver, Bettina Hohnen and Barry Hymer, which confirmed that the school, under Dawn's guidance, was preparing young people for the next phase of their lives in the best way possible.

● Denise Gibbs

FROM PARENTS...

I remember interviewing Dawn for the Deputy Head post and I was so impressed. This biology teacher had it all. She understood the school completely and cared about every aspect of it passionately. Above all she understood the children and was able to communicate with them in a profoundly intuitive way.

Before long we were interviewing her again, this time for the Headship, and without question she was the right choice for us all. We felt delighted to have a 'home-grown' head for our dear school, one who knew everything about us – all our strengths and weaknesses.

Twelve years later my regard for her is as high as ever. She has a brilliant, sharp, perceiving mind and a heart that has cared for thousands of children, significantly enriching their lives. As President [of the King Alfred School Society] I have had the privilege to maintain a close professional link with her through these years, not to mention a warm friendship, enjoying many an honest exchange of views. I know how devoted her service has been to the school and for that, from the bottom of my heart, I thank her.

● **Kara Conti**

King Alfred School is in my blood. My girls are fourth generation Alfredians. My late paternal grandmother raved about the school till her dying day, always



saying "There was nowhere like it". She often spoke of her love for the school and its philosophy. My late mother was also an Old Alfredian and she had every intention that her children would one day go there too. We did and I loved my time there as a pupil. And just like my grandmother and my mother before me, I only ever wanted my children to be Alfredians. I remember coming along to meet Dawn just after having my first child. She 'got' KAS. She instantly had me under her spell and her enthusiasm for the school blew me away. What she has done for the school is obvious. She loves the school and the pupils. I cannot begin to tell you how sad I am that she's leaving, but of course understand that she has to move on.

● **Gaby Roslin**

Perhaps my most enduring memory of Dawn was when she and Keith stayed in our home for six weeks whilst their first house was being remodelled. It was a hot summer's day when a water fight ensued. Keith throwing buckets of water out of my back door and myself going through the kitchen window together with the hosepipe full on in retaliation and Dawn screaming "stop, stop" but then joining in. Little did I know then, that the teacher who was our friend, would go on to become the head of the school and become one of the most caring individuals for the welfare of children. She will be a very hard act to follow. In fact I don't think there will ever be anyone like Dawn.

● **Ian Levene**



Three Heads at the New Gates – Dawn, Sue Boulton & Lizzie Marsden



The time I spent working with Dawn was exciting, challenging and one of the most rewarding experiences of my life. Dawn was an inspirational Head and I learned so much from her both professionally and about what really matters in life. Dawn was passionate about children, always putting them first, looking for ways to make their lives better and working to give them the tools they needed in order to prosper in the outside world. No child who ever went to her for help or advice was ever turned away. Dawn gave everything to King Alfred School, she is passionate about children, about education and about KAS and we were very lucky to have her here.

● **Harriet Wilson**

Dawn has been totally instrumental in all three of our children's lives and successes and she is adored by them all for all the reasons that make her the most amazing person, knowing them individually, warts and all, and dealing with any issues that came up. So thank you from two very grateful parents who know our children go out into the world with your full support, confident, strong, caring and ready for anything - a heritage from KAS, but primarily from you.

● **Don Ewing and Michele Zadek-Ewing**



I have often seen Dawn, particularly during her time as Head, using her incisive intellect to cut through confusion and disorder and arrive at a plan. She has done this time after time and determinedly taken the school forward, never resting on her laurels, always aiming for the next improvement.

Many people in the KAS community have warm memories of her and, because of her, many people have got past problems that looked insurmountable. It is a huge thing she has done in leading the school, and the way that she has done it, with analytical intelligence but always giving time and understanding to people.

● **Sarah Phillips**

I have known Dawn both as the teacher of my children and also, when I worked at school in the Admissions department, as the Head. Not only was she supportive as a teacher, but as Head her door was always open to the children, the parents and the staff. As if this wasn't enough, during her Headship, Dawn had a dream that the school would have a Fives Court Building in Lower School to replace the dilapidated classrooms and happily, with hard work and her gracious charm, she has succeeded in raising the money for this magnificent building which will be one of her many legacies to the school for years to come.

The Head who follows her will have some difficult shoes to fill. Thank you, Dawn, for all you did.

● **Angela Ratner**

Thanks to Emma Ziff for many of the photos in these pages. Others were pulled from the archives. Among those with Dawn are Naziq Hussain, Nadeem Hussain, Claudia Catzeflis, Roy Greenfiel, Keith Moore, Nisha Toppin, Faiqua Ashraf, Vishakha Doshi and Michal Arenson – Ed.



2005

Are you in the photo? We'd love to hear from you.
Please drop us a line.





A Return to KAS

In May, KAS was privileged to be visited by Old Alfredian Dinah Heller, née Lauterbach, from New York. She requested to visit the early years classes and was invited to attend a Lower School Callover and visit classes of Years One and Two and one of the Year Seven History Classes. All pupils were curious with questions about what the school was like when she was here.

Dinah's older sister, Judith, was already attending KAS when she joined the school in the mid-1930s. Her classroom was in the newly built brick Junior School building with a covered porch now housing the two Year Two classes. They both moved with the school when it evacuated to Flint Hall Farm in Royston in 1939 as the war broke out however in 1940 their mother arranged for them to move to Canada and then to New York City. Dinah remembers Caroline Quenelle, Tove Reventlow, laeun Jenkins, and Gideon and Raja Rosenbluth from those years.

Dinah grew up in New York, becoming an early years teacher and leader trainer in early years progressive methods. This led to her being invited by the Soros Foundation to lead a program to develop early years education in Bulgaria and Romania.

Eighty-five-year-old Dinah still supervises student teachers in their field placements and teaches a course at New York University. She was particularly interested in seeing the KAS ethos and teaching approach now and relating them to her memories as a pupil.

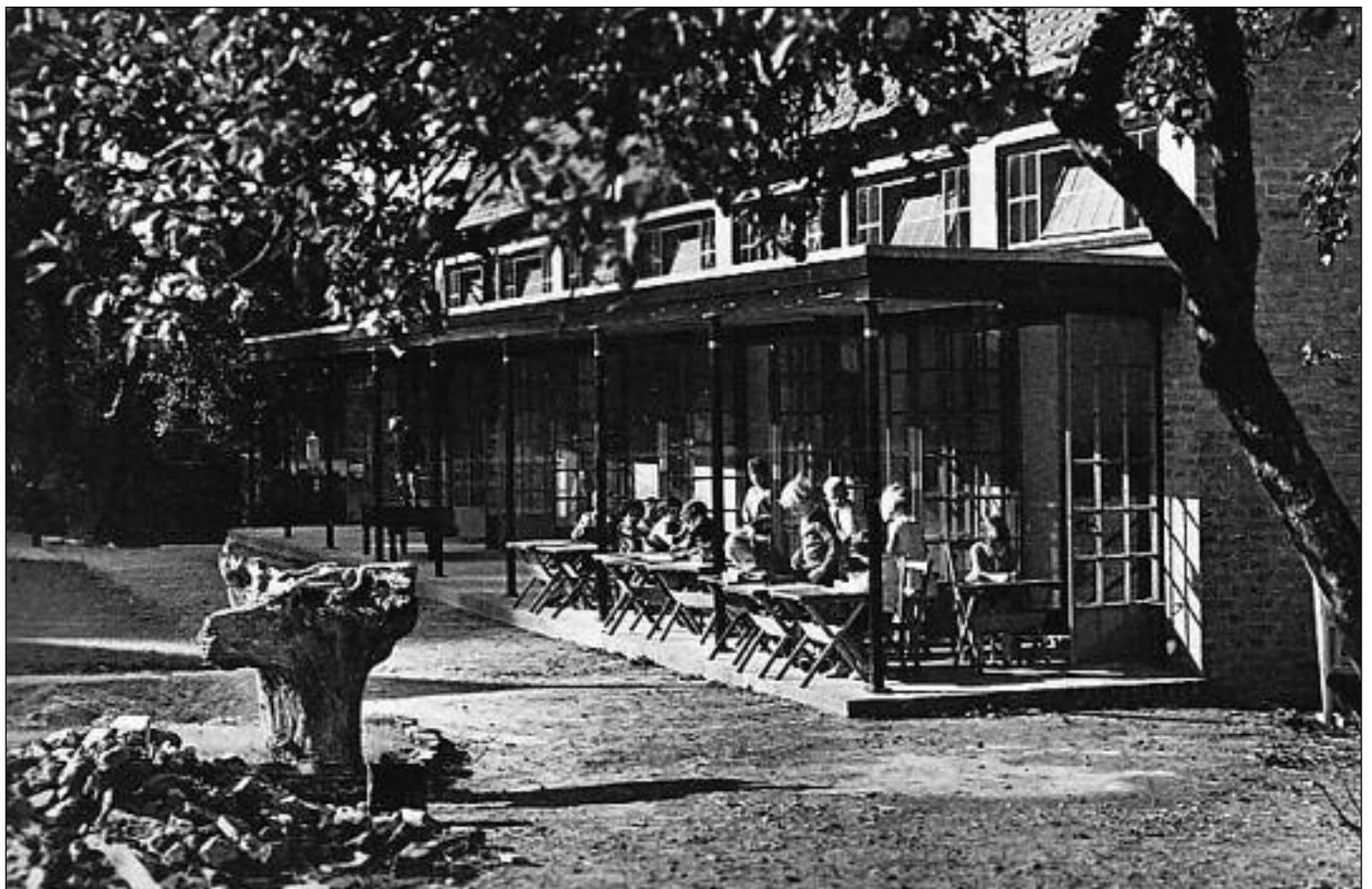
She wrote after her visit:

Seeing KAS was amazing – the warmth of the environment pervades everything taking place. A safe, caring environment sets the stage for children to be able to learn. And we saw eager, focused learners. I particularly loved our time with the youngest children. Their questions were amazing. I'd love to spend more time with them.

● **Areta Hautman**



KAS at Royston



The 1933-built Junior School where Dinah Heller would have started at KAS.

Of Historical Interest

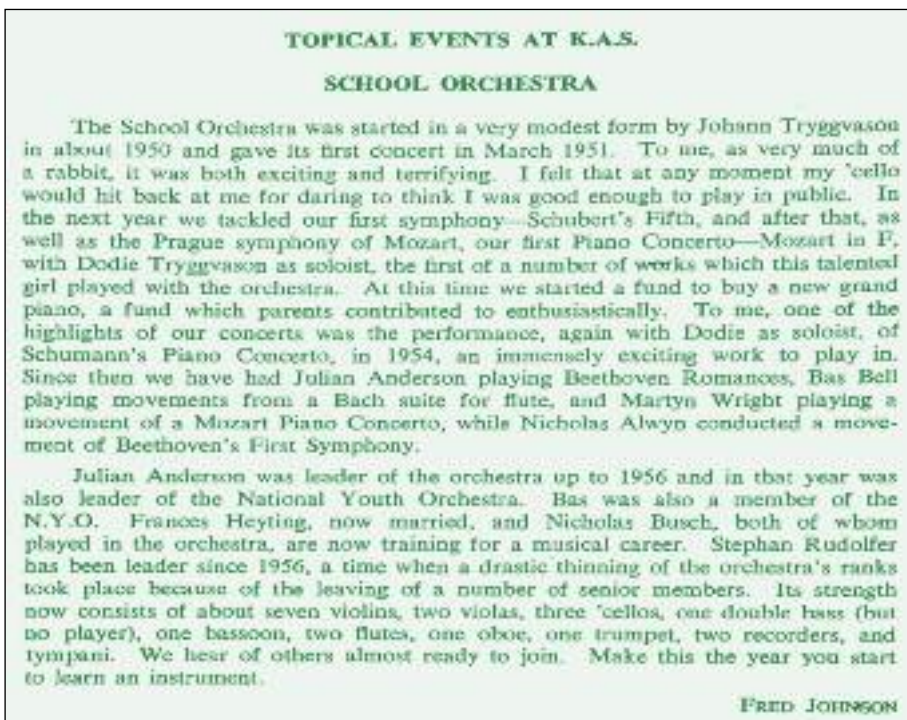
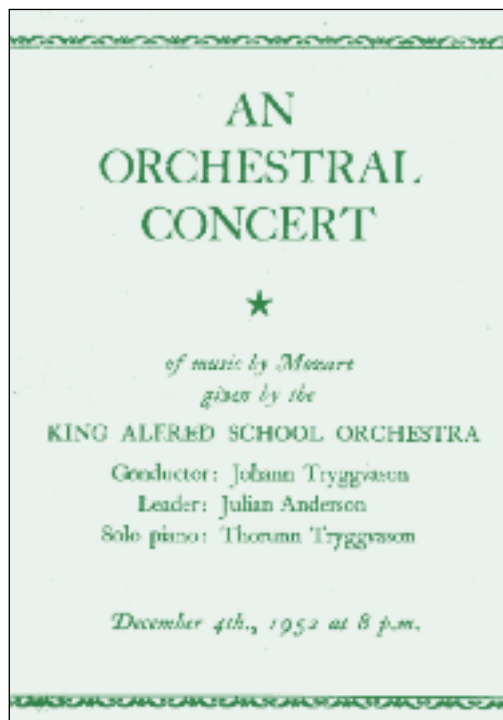
In June 2015, on BBC Radio 3, Vladimir Ashkenazy was talking about how he became a conductor. He said he had resisted invitations to conduct because he didn't feel confident he could do it – until his father-in-law taught him. He noted that he was a conductor at a school near Golders Green. Well, of course the school was KAS and the conductor was Icelander Johann

Tryggvason, music teacher during the 1950s. In the autumn 1958 issue of *The Alfredian*, Fred Johnson wrote about his experience as cellist in Mr Tryggvason's orchestra, with some of the highlights being the piano concertos played by the conductor's daughter, Dodie. Probably this name was adopted for popular use in England because concert programmes in the school Archives give the name of the

piano soloist as Thorunn Tryggvason.

We have been told that Dodie went to study at the Moscow Conservatory, where she met and married Vladimir. According to Wikipedia, they married in 1961, settled in London in 1963 and moved to Switzerland in 1978 with their five children. As well as performing and winning acclaim as a pianist, Vladimir has been conducting leading orchestras around the world.

● **Areta Hautman**



Obituary...

Jillian Valerie Tallon (née Perry)

15 February 1941 – 31 August 2013 (KAS 1953-1958)

My friend Jillian Tallon, who died aged 72 after suffering from progressive supra nuclear palsy for some time, was a skilled typist and administrator. She supported several charities, chief among them The Compassionate Friends (TCF), an organisation for bereaved parents with which she became involved when her son, Oliver, died in his cot in 1967.

For her work with TCF she was made an MBE in 1996. The charity she worked with for the longest period was Highgate Counselling Centre in North London, established in the late 1960s. Jillian's connection with it ranged over 30 years as a volunteer secretary, with a further 10 years as its co-ordinator.

Born in London, Jillian was one of the five children of Jack and Doris Perry. Jack, a Jewish refugee, was raised in the East End

and later founded the London Export Corporation, which pioneered trade with China. After the family moved to North London, Jillian was educated at King Alfred School, where she was close friends with Miriam Lewis (née Nahan) and Catherine Gardiner, and trained as a business secretary. She married David Tallon, an accountant, and they went on to have five children.

Jillian's capacity for work was extraordinary. As well as bringing up her children and doing her charity work, she was my personal assistant in various appointments, supporting me as director of the Churches' Council for Health and Healing and being a fellow director of my publishing house, Arthur James of Evesham. She also made a notable contribution when we were both part of the Lin Berwick Trust, a charity that builds holiday houses which

are equipped with every modern disability aid, for disabled families, enabling them to have safe and comfortable holidays.

She played the major part in two projects we took on together for the trust. The first was hiring the cruise ship Silver Sturgeon to take more than 100 people, half of them disabled, on a lunchtime cruise down the Thames. The second one was even more ambitious. We organised a celebrity dinner on board the royal yacht Britannia, with the Duke and Duchess of Hamilton as chief guests. As a result of this event, the Duke donated a plot of ground on his estate in Dirleton, East Lothian, for the trust to build a holiday home. The outstanding success of both projects was largely due to her organising skills and obsessive attention to detail.

Jillian and David's marriage ended in the 90s. She is survived by her children Victoria, Elizabeth, Alastair and Timothy, and by her sister, Vivien, and brothers, Stephen and Graham.

● **Denis Duncan**

Retirements, Final Retirements and Farewells

MARK OWEN

Mark joined KAS direct from University of Nottingham School of Education, having completed his PGCE from September to July 1980, after



successfully gaining a BA Joint Honours in Ancient History/History in 1980, also at the University of Nottingham.

Mark was engaged by Nikki Archer, KAS Head at the time, to teach English/History in September 1981. Francis Moran, Nikki's successor, felt that Mark's judgment of children could be trusted implicitly, and commented that "his main quality was not to do with his judgment – but with a capacity to be relaxed and himself with pupils and engender in them feelings of trust and safety. Consequently he has the most calm and most permanent relations with children of anyone on the staff". Mark took Francis's advice to build on this quality formally and he underwent basic training in counselling which has given a greater focus to his skills and enabled him to be a first-class tutor across the whole secondary age range from 11 to 18.

Although Mark was an historian, he has always preferred English teaching. He had to work very hard at this: one would not expect a history graduate to have the necessary literary background – but he did the work and proved himself a worthy member of the English Department. The consistently good results at GCSE and A-level over the years rest in no small part to the skills and expertise that Mark has brought to the English Department.

Mark has regularly taken part in our

traditional Camps when middle school children go to various parts of the British Isles in small groups with two or three members of staff. This tradition relies on the dedication of a minority of staff. Mark's contribution to these has been outstanding.

Mark reduced to part-time teaching in September 2008 but continued to support A-level and GCSE students. Outside the classroom he has kept himself exceptionally fit; he used to play rugby; he is a keen walker and swimmer and can often be found walking on the Hampstead Heath or swimming in the ponds there even on the coldest of days! With the prospect of more time on his hands he's thinking about getting a dog, so I am sure he'll be bumping into lots of KAS families walking their dogs on the Heath.

One colleague has written about him: "He has the driest wit and is the most conscientious, inspiring and demanding of teachers. He has ferocious concentration and huge intellect. He's a cynic par excellence and a lover of good wine. I think a tearaway in his youth...."

LINDY DUMAS

Lindy joined KAS in the spring of 1990 from the state sector. Initially she taught a class of Year 1 and 2 children who were 'family grouped'.

After a few years, family grouping came to an end at KAS and Lindy taught the same group of children for two years running, starting at Year 1 and teaching them through Year 2. During this time she was appointed Reception–Year 2 Coordinator.

From there, Lindy taught Year 3 for a



number of years. When the role of History Coordinator was created, Lindy applied and got the job. She then attended courses that enabled her to write the first History policy document for Lower School. On the back of this she was asked to take on responsibility for Geography, thus creating the role of Humanities Coordinator. In 1997/98, Lindy worked on the production of the Centenary Quilt, which is now framed and on display in the Fives Court Building. This was a labour of love, employing Lindy's considerable needlework skills and many children!

Lindy took a sabbatical from teaching in 2005/6 and spent time supply teaching at KAS, job sharing in Year 6 (to cover Adele's maternity leave) and supply teaching in the state sector. She also did a TEFL course and, in January 2006, went to Jaipur in India where she taught English in a slum school. When Lindy returned, she taught teachers how to teach English.

On returning to KAS in September 2006, Lindy taught Year 4. For a number of years she ran an after-school art club and later sewing/knitting, which she still runs as a lunchtime club and which remains incredibly popular.

In September 2012 Lindy moved into Year 5 and took over the role of Drama Coordinator on a temporary basis to cover a maternity leave. This was made a permanent post in September 2014.

Lindy leaves us after 25 sparkling years at KAS. She is a wonderful colleague and a superb, dedicated teacher. Many parents have benefited from her wise counsel and support. And, of course, with Lindy there is never a dull moment! There is often a great deal of mischief and she will lighten any dark mood. Her laughter is infectious and makes any cloudy day sunny. But who will take up the knitting needles next and carry on Lindy's considerable creative legacy?

STEPHEN DE BRETT

A farewell post-script

So here I am writing a farewell and I hardly know where to begin.

Before I came to KAS I had been searching high and low for a school where I would feel at home and that would be one where the students felt at home as well. I searched all over the UK and Europe and found some fascinating schools, especially in Denmark, Sweden and Hungary. I even applied for a job at Summerhill, but none of them were for me. It was when I came to



KAS when I found what I was looking for and here I am 26 short years later.

Sometimes people ask me if the school has changed. Well, some things have but mainly because we are bigger, but some of the most important things have stayed the same. I have met some amazing teachers since I have been here and worked with so many great students – I have a lot of good memories from my time at KAS. What I have most appreciated in my time here has been the opportunity to try new things and there always seems to be something exciting going on.

Strangely it is just as I am leaving that I feel the most excited and most involved. But I am not leaving completely and look forward to helping out in some small way next year.

LASZLO HORVATH

Some thoughts on my time in education

Thirty-six years of your working life in one place is a long time! I have taught elsewhere – two years in the state sector in South London before KAS.

Being used to a Secondary Modern, a pretty rough school, all boys, set in a sea of concrete, I arrived at KAS for interview in the summer term of 1979 and noticed the beautiful grounds and a Ferrari parked outside what is now Pauline's room. The Ferrari belonged to the groundsman so I thought I'd



JULIE CATESBY

Julie first joined KAS in 1977. That was back in the days when we had family groups – year groups taught together. From 1977



to 1983, Julie taught a Middle Family Group with children from Years 3 and 4. From 1983 to 1988, she taught an Upper Family Group, a mixture of Years 5 and 6 children. By all accounts these teaching experiences were interesting and experimental for a number of years before it was agreed in the early 90s to revert to class-based teaching in each year group. The Lower School was less than half the size it is today. Mike Young was Head of Lower School at the time and Julie became his deputy head for a while.

Julie left KAS in the summer of 1988 to pursue a career in publishing and worked on a succession of magazines about yachting, a sport for which she still has a great passion today.

Julie decided to return to teaching in 2001 and first worked in the Pre-Prep in Mill Hill School. She rejoined KAS in September 2005 and became a Year 2 teacher, a role she remained in until last year when she stepped out of classroom to go part-time. She then joined our Curriculum Support Team and specialised in Maths learning support, which she has helped to develop to a very high level. She leaves a legacy of great teaching and dedication to her craft. A hardworking, well-organised and collaborative colleague, she has even found time to become involved in music-making, first playing the clarinet and latterly the saxophone. There is no end to her talents.

So, Julie's career spans 21 years of teaching at KAS. In the past 10 years she has been teaching the children of the children she taught in the 80s. Definitely time to retire and enjoy other things in life...

TRISH KRELING

Trish Kreling has worked as an English/Curriculum Support Teacher in Upper School since September 1984 and will be retiring at the end of this year.



During her 31 years here, Trish's calm and patient manner, her kindness and her wonderful sense of humour have always ensured her popularity with students, parents and staff. She has nurtured and helped so many pupils to increase their confidence and levels of self-esteem, to unlock their potential and become high achievers in their chosen fields as they move on to life after KAS. She will leave a big gap here and it will be a hard act to follow for her successor.

Now it is time for Trish to focus on one of her own passions – travelling and visiting her favourite haunts, particularly Goa, and some of the other more remote locations she and her husband, David, have visited in the past. Her home in London is a treasure trove of interesting and beautiful artefacts, which she has acquired over the years – a fascinating collection to stimulate memories of some of the diverse cultures she has taken such an interest in.

And for those of you who appreciate antiques, you may already know that Trish organises the Highgate Antiques Fairs held in Highgate Village in the summer and at Christmas – both occasions well worth a visit – with the added bonus of seeing Trish in a different environment.

KAT GRANT

Kat spent 8 years working at KAS "with some wonderful people and teaching some amazing students across the school.



The experience has been a mixed one, but within that I have had some wonderful experiences. I have had the privilege to watch the pupils I taught in lower school grow and blossom as they made their way into upper school.

And I have been able to experience new things on camps, The Great River Race, Skiing, as well as a number of trips abroad which exposed me and the pupils to some wonderful new experiences. These trips would not be the joy they have been without the amazing pupils and fellow staff that go on them.

I have also made some wonderful friendships which I will take away with me as well as some fond memories".

DON EWING

The John Terry of the Staff KAS football team, Don has always been a key player at KAS. Arriving over five years ago to help out for two weeks Don quickly made



himself an invaluable asset. For the students Donalbrain, as he is affectionately known by one student, has managed to be that invisible presence within the classroom and the constant support, the friendly but firm support teacher, the go-to guy to check something out and ensure something gets done. Don seems to have endless energy, good will, good humour and compassion.

really come up in the world. (He left and went back to his farm in New Zealand taking the Ferrari with him soon after.)

So I started here in September 1979. I immediately set homework and was in for a shock – the older the students the less likely that they completed it on time, and no sanctions to make them work. I persevered and most children came on board. I continued to apply as much pressure as possible to all my classes and the Year 10 top set, in particular, responded to the challenge and worked exceedingly hard. I liked to say that "I'm slaughtering them with work". Meanwhile, the second set in Year 10 seemed to be working very slowly and falling further and further behind. Privately I scoffed at how low a standard they were working at.

The following year something strange happened – my group started to struggle and make a mess of work they had coped with earlier. Meanwhile the second set was catching up rapidly and achieved excellent results that I did not think possible.

This experience made me think a great deal about education and learning and how children learn. I changed the way I taught and believe I became a much better educator. I realised that I needed to understand how each individual pupil thought in order to be able to help them achieve their potential, and by getting to know them as individuals I was able to help motivate them to achieve. Not revolutionary at KAS you may say but still not the way many schools work.

I am confident that my colleagues in the

Maths Department will continue to use a similar approach and that mathematics lessons will be ones that children will be happy to go to.

FAREWELL LASZLO

In 1979 a young physicist with a full head of hair called Laszlo joined the KAS mathematics department.

During his 36 years of distinguished service he has eaten an impressive three tonnes of KAS lunches, cycled approximately 72,000 miles to and from school (3 times around the world!), drunk about 35,000 cups of tea and the hair on his head has steadily migrated to his chin.

More importantly he has shared his love of mathematics with thousands of children with some lucky enough to be the second generation of their family to be taught by the master himself.

He is simply irreplaceable and will be sorely missed by all.

● Jeff Harlow

The King Alfred School Society invites you to a one day education conference

Children's Learning in a Time

Saturday October 10th 2015, 10am – 4pm

Speakers...

SUGATA MITRA

The Future of Learning

Sugata Mitra takes us through the origins of schooling as we know it, to the dematerialisation of institutions as we know them. Thirteen years of experiments in children's education provide a series of startling results – children can self organise their own learning, achieve educational objectives on their own and learn to read by themselves. Finally, the most startling of them all: groups of children with access to the Internet can learn anything by themselves.

Professor Sugata Mitra is Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University. He is the instigator of the Hole in the Wall (HIW) experiment, where in the year 1999 a computer was embedded within a wall in an Indian slum at Kalkaji, Delhi and children were allowed to freely use it. The experiment aimed at proving that kids could be taught computers very easily without any formal training. In 2013, he was awarded the first \$1 million TED prize, to put his educational ideas together to create seven laboratories called 'Schools in the Cloud'.

JOHN BLANEY

Breaking Through The Concrete

John Blaney's aim is to inspire teachers and practitioners to use the natural environment as the third educator. He explains how outdoor learning can help children to develop confidence, self respect and creativity as well as learn valuable skills for life such as cooking and co-operative problem solving.

John Blaney helped introduce the concept of forest schools to the UK through his work with Bridgwater College. He works tirelessly in schools all over the UK and



abroad to inspire a love for learning in the outdoors in children and adults, and bring a little bit of magic to every lesson. He does a lot of work with inner city schools in London to enable children in urban environments to learn more about nature. Teachers who have met John say that he has transformed the way they teach environmental education.

BILL LUCAS

Educating Ruby: what our children really need to learn

Bill Lucas explores the theme of his and Guy Claxton's acclaimed critique of the current education system. Arguing that the obsession with subjects and tests misses the wider point of school, he makes the case for seven aspects of character which are both morally desirable and which also cultivate powerful learners.

Professor Bill Lucas is Director of the Centre for Real-Learning at the University of Winchester. With Guy Claxton, Bill is the creator of the Expansive Education Network, an international network of teacher researchers promoting values-based schooling. Bill is the author of more than 40 books: most recently, with Guy, his book 'Educating Ruby: what our children really need to learn' has called for a national

campaign to wrest education from the short-term attention spans of too many politicians.

NIHARA KRAUSE

Children and Stress: Why they feel it, how they show it and what you can do

Children, like adults, react to the pressures they face with varying degrees of stress. Being aware of the common factors that lead to childhood stress and anxiety and the different ways in which children show their strain can help in early identification. Knowing how to respond to these difficulties promptly and effectively can help re-direct the child back to experiencing positive mental health.

Dr Krause, Consultant Clinical Psychologist, has twenty-five years' experience assessing and treating emotional, behavioural and psychological difficulties. With considerable experience in teenage and adult mental health both within the NHS and in independent practice, she has a passion about building emotional resilience and providing early intervention. She is the founder and CEO of STEM4, a charity aimed at stemming teenage mental illness through providing education in schools on four areas of mental health.



chaired by ROBERT LOBATTO Head of The King Alfred School (from Sep 2015)

of Unprecedented Change

The King Alfred School, North End Road, London NW11 7HY



STEVE WHEELER

Digital Pedagogy: Teaching and Learning in the Digital Age

Children are born into a world that is rich in technology yet mobile phones are still banned in many classrooms, games are seen as a waste of lesson time, and social media are considered to be full of trivial content or worse, dangerous and something to be avoided in school. What if teachers decided that instead of keeping these technologies out of children's reach, they'd begin instead to explore the potential of these tools to transform education?



Steve Wheeler is Associate Professor of Learning Technologies at Plymouth University and is now in the Plymouth Institute of Education, at the Faculty of Arts and Humanities. He researches into technology supported learning and distance education, with particular emphasis on the pedagogy underlying the use of social media and Web 2.0 technologies. His blog Learning with 'e's is a regular online commentary on the social and cultural impact of disruptive technologies, and the application of digital media in education, learning and development.

MIKE GRENIER

Slow Education

Change does not need to happen quickly: the slow fix and a measured approach to learning ensure it endures and is long-lasting. Slow Education believes that relationships are of utmost significance: within schools, between schools and communities and, perhaps most crucially of all, between generations.

Mike is a House Master at Eton College. In 2012 he co-founded the Slow Education Movement in the United Kingdom. He has taught for over 15 years on Eton's Summer School programmes and has also led sessions for the member schools of the Eton-Windsor-Slough State School Partnership. He specialises in promoting greater co-ordination between academic and pastoral programmes, as well as leading staff development in the key areas of motivation and creating and maintaining a school-wide ethos.

How to get your tickets for the conference

Tickets for the conference at **£70** (£60 for KAS parents and alumni) cover continental breakfast (from 9.15am) and lunch. Please book early to avoid disappointment as our conferences tend to sell out. Please send the following information and your cheque to:

Kara Conti,
KASS Conference,
King Alfred School,
North End Road,
London NW11 7HY.

- Number of delegates
- Your address
- Your School/Organisation
- Your telephone number
- Your email address
- Dietary requirements (if any)

Robert Lobatto – New Head of KAS

Robert Lobatto will become the Head of KAS in September 2015, at the beginning of the new academic year. He has been Head of Barnhill Community High, Hillingdon, and Executive Head of the Barnhill Partnership Trust, which includes Belmore Primary.

Robert grew up in North London, attending Haberdashers' Aske's, and then read History at Jesus College Oxford. Robert began his career teaching history at East Barnet School and then taught at Highbury Fields School. He became Deputy Head at Lister Community School in Plaistow in 2000 and Head at Barnhill Community High in 2007.

He brings experience of leadership in inner-London comprehensive schools during periods of significant transformation. In each of these situations Robert set the progressive principles of education as central pillars of his philosophy. Robert also firmly believes in a broad and holistic view of success, not simply an exam-driven system.

Commenting on his appointment, Robert said:



"I am very much looking forward to taking on the Headship at King Alfred in September. It's a unique school with a special atmosphere and history, and I am excited about building on the great work accomplished by its current Head Dawn Moore."

Deaths

Anthony (Tony) Desoutter

22 March 1927 – 23 January (KAS 1935-1939)

Robert Gavron, Lord Gavron

13 September 1930 – 7 February 2015

Sue Keverne 1 March 1948 – 14 July 2015

(KAS Lower School Art Teacher 1987-2004)

Sabina Sutherland 1954-2015 (KAS 1971-1973)

Diary

BONFIRE NIGHT

Saturday 7 November 2015. 4:30 - 8.00pm. Reception 6 - 7:30pm

KASS EDUCATION CONFERENCE 2015

Children's Learning in a Time of Unprecedented Change

Saturday 10 October 2015. 10am - 4pm

SUMMER FAIR 2016

To be announced. Please check the website.

OA News & Correspondence

[Mark Owen] ... Never heard of him. Margaret Maxwell was the one and only English teacher at KAS – no-one could surpass her! I still picture her English lessons in my head now, 50 and more years on, she always with a fag on, wearing her quilted gilet (although I don't think they were called that then), standing feet planted well apart, expounding on King Lear and the interpretations of various then current literary critics. So memorable, made an impression on me to last me my whole life.

If Mark Owen was one tenth as good as Margaret, he will have been an amazing teacher.

● **Ben Cripps**

I am very sad that all my teachers are retiring before my kids get to be taught by them! I am thinking maybe only Jeff will still be there.

● **Ari Andricopoulos**

I was at KAS from 1967-1979 and was taught by Rita. I was taught by Lazlo as well. He was a really good Maths teacher and I got a B in my O-level much to my parents' surprise.

● **Rachel Barnett (Ricky Gershon)**

... Laszlo, Rita, Stephen and John ... really made a difference to my time at KAS.

● **Olivia Nathan**

'At the School Gate' Print

Frances Balcombe, an ex-Alfredian LSA and talented artist, has produced a beautiful print that will be of interest to everyone with an attachment to KAS.

Titled 'At the School Gate', the signed, framed, limited edition (of 30) print, hand tinted is available for £75. The overall framed dimensions are 30 x 40cm.

A smaller signed, monochrome print, in a single mount, A4 size is also available at £30.

10% of any sales go to KAS fund raising.

If you are interested in purchasing either of the prints, please contact Frances directly, francesbalcombe@hotmail.com



From the Editor...

This is my final *Alfredians* as editor. I have taken my cue from Dawn and am handing over the task to someone else – no one has been appointed yet, but someone will be...

No doubt you have seen it coming. *Alfredians* have been slower off the press in the last couple of years. It has, however, always been a great pleasure for me to delve into KAS's past and to publish your letters and contributions.

I was never lucky enough to be a student at the school, but I enjoyed my time here as a parent and then, later, as a part-time employee. For me, King Alfred School has always been and remains the only school I have not had the urge to escape from after five minutes. It is a fun and happy place, and one that is hard to leave – for students, for staff, and indeed for parents (except for the fees, of course).



I wish to take credit for one thing only – for having chaired the selection committee that appointed Dawn Moore as Head of King Alfred School. I can't praise that committee enough, just as I cannot praise Dawn highly enough. She has led the school with great vision and determination – and with great compassion. More than any other, she has always been clear-headed, able to see the school's strengths and weaknesses. Dawn always made us believe that we were in the best of schools in the best of times. And she now leaves it stronger than ever.

The many tributes in these pages are testimony to her legacy.

I wish you all a fond farewell.

● **Peter Palliser**

We always welcome news and memories from Old Alfredians for publication.

All copy should be sent to: Alumni Coordinator, King Alfred School, Manor Wood, 149 North End Road, London NW11 7HY
Email: oa@kingalfred.org.uk Tel: +44 (0)20 8457 5282 Fax: +44 (0)20 8457 5249 PLEASE KEEP US INFORMED OF ANY CHANGES OF ADDRESS.

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