



קשר KESHER

פרשת נח

Friday 9 October 2026
ה' חשון תשפ"ז

When Growth Happens Quietly

Charlene Orwin, Head of Early Learning Centre

There is something about Term 4 that always makes me stop and reflect.

The year seems to have raced by and suddenly we find ourselves at what I often call "the beginning of the end". There are concerts to rehearse, celebrations to plan, reports to write, assessments to complete and transitions to prepare for. The calendar fills quickly and before we know it, we are counting down the final weeks of the school year. Yet amidst all the busyness, I think Term 4 offers us something incredibly valuable. It gives us the opportunity to pause and notice just how much growth has taken place.

One of the greatest privileges of working in Early Learning is that we get a front-row seat to growth. Not just academic growth, but the kind of growth that shapes who children are becoming.

I often reflect on the beginning of the year. Some children arrived feeling nervous and uncertain. Some were reluctant to leave their parents. Some found it challenging to join a group experience, share their ideas or navigate friendships. Others were still learning how to manage big emotions, persist with challenges or believe in their own capabilities.

And then, little by little, things changed.

Not overnight. Not all at once.

A child who struggled to separate now enters with confidence and a smile. A child who rarely contributed to discussions eagerly shares their thoughts. A child who once became frustrated when things were difficult now takes a deep breath and says, "I'll keep trying." Children who needed support to negotiate with their peers are now solving problems together. Children who once looked to adults for every answer are beginning to trust their own thinking and ideas.

פרשת נח

Shabbat Times



Light candles 7:19pm

Shabbat ends 8:19pm

When Growth Happens Quietly, continued...

The beauty of growth is that it rarely happens in dramatic moments. More often, it happens quietly.

It happens during a conversation at morning meeting. While constructing a tower with friends. During a disagreement in the playground that children learn to work through. When a child shows kindness to someone who is upset. When they attempt something new that feels just a little bit challenging.

These moments rarely receive awards or certificates, yet they are often the moments that matter most.

As educators, we know that growth is not always visible while it is happening. It can feel a little like watching a plant grow. You don't see much from one day to the next, but when you compare where it is now to where it started, the change is remarkable.

I have been thinking about growth a lot lately, perhaps because this week, my youngest child completed his final day of school, ending 23 consecutive years of being a school mum. Whilst there were days where I felt that I would never get here, I am in disbelief that I am at this point – the end point of our school journey!

Like many parents, I can still vividly remember his first days of kinder. I remember tiny uniforms, oversized backpacks, nervous goodbyes and the excitement of new beginnings. At the time, it felt impossible to imagine that there would ever be a last day. Yet here we are. In what genuinely feels like the blink of an eye, his entire school journey has come to an end. Of course, when I really stop and think about it, it wasn't a blink at all. It was years of learning, friendships, camps, performances, achievements, disappointments, milestones, challenges and growth. It was thousands of ordinary days that slowly and steadily shaped the remarkable young man he has become.

But that is the funny thing about parenting. When you are living it day by day, you don't always see the changes taking place. It is only when you pause and look back that you realise just how much has happened.

As both a parent and an educator, this has reminded me that growth is often most visible in hindsight.

I suspect many of our parents, whether their child is in ELC, Primary School or Year 12, can relate to this feeling. We are often so focused on what our children still need to learn that we don't always take the time to acknowledge how far they have already come.

We worry about the next milestone, the next challenge, the next transition or the next stage of life. Yet if we stop and compare our children to the people they were in February, I suspect many of us would be amazed.

They are more capable. More independent. More resilient. More thoughtful. More confident. More themselves.

I think this is why it is important that we approach this "beginning of the end" thoughtfully.

Rather than rushing towards the finish line, perhaps we can use this term as an opportunity to be present. To celebrate what has been accomplished before immediately focusing on what comes next.

For our students, there is still so much learning to do and so many memories to make.

For our parents, there is an opportunity to notice and celebrate the growth that may have happened so gradually that it almost went unnoticed.

For our educators, there is the privilege of continuing to nurture, encourage and inspire, knowing that even on the days when we cannot immediately see the impact of our work, growth is still taking place.

Rather than viewing Term 4 simply as the end of the year, perhaps we can view it as the culmination of everything that has been building throughout the year.

As I walk through the ELC each day, I see evidence of this growth everywhere. I hear children engaging in thoughtful conversations, solving problems together, asking questions, showing empathy and approaching new challenges with confidence. These moments remind me that learning is about so much more than what children know. It is about who they are becoming.

As we enter this final term, my hope is that we can all slow down just enough to notice it.

Notice the progress. Notice the effort. Notice the courage. Notice the friendships. Notice the independence. Notice the growth.

Because while growth is often difficult to see while it is happening, when we pause and reflect, we realise it has been there all along. And that is something worth celebrating.

Shabbat Shalom,
Charlene Orwin



Arks of Compassion

Noam Sendor, *Informal Educator and Jewish Studies Teacher*

The story of Noach is familiar. The world has descended into violence and corruption, the flood is coming, and Noach is commanded to build a teivah and bring his family and the animals inside.

But there is a small detail in the story that is easy to miss. At first, Hashem tells Noach that he must bring the animals into the teivah, תביא אל התיבה. Later, however, the Torah says that the animals came to Noach on their own, ויבאו אל נח. Rabbeinu Bachya explains that the animals miraculously came towards the teivah by themselves, but Noach still had to help bring them inside.

Rav Moshe Alshich asks: if Hashem was already performing the miracle of bringing the animals to Noach, why not simply have them walk into the teivah as well? He answers that Noach was not saved because he could stand before Hashem purely on the basis of מדת הדין, strict justice. He needed רחמים, Divine compassion. And in order to receive that compassion, Noach himself had to become a person of compassion.

That was part of the purpose of caring for the animals. He had to bring them in, feed them and sustain them. The Alshich explains that the words להחיות אתך can be read not only as a command to keep the animals alive, but as a description of how Noach himself would survive. By sustaining others, he was sustaining himself.

That is a powerful way to understand the teivah. Outside was a world of חמס, cruelty and violence. Inside, Noach was being asked to build something different: a small world based on responsibility, care and compassion. There is something especially resonant about that image today. We cannot always control the waters raging outside. We cannot remove all the anger, cruelty, uncertainty and chaos from the world around us.

But we can decide what kind of teivah we build within it. We can create homes, communities and relationships shaped by rachamim. We can notice the people around us, make space for others and respond to a harsh world without becoming harsh ourselves.

Even when the waters of chaos are raging outside, we can still build arks of compassion. And through those arks, perhaps we can find a way to navigate even the most challenging of times.





From Adam to Avraham

Rivki Herzog, *Primary & Secondary Jewish Studies*

One of the most powerful ideas explored by Rabbi Jonathan Sacks in his book *To Heal a Fractured World: The Ethics of Responsibility* is that the opening chapters of Sefer Bereishis are not simply a record of humanity's beginnings. Rather, they form a carefully constructed moral journey, teaching us what it means to take responsibility for ourselves, for others and ultimately for the world around us. Each story in the early chapters of Bereishis represents a different stage in humanity's moral development. The Torah begins with Adam and Chava. When confronted by Hashem after eating from the forbidden tree, neither accepts responsibility. Adam blames Chava, and Chava blames the serpent. The first human response to failure is to find someone else to blame.

The next story, that of Kayin and Hevel, introduces a deeper challenge. When Hashem asks Kayin where his brother is, Kayin famously responds, "Am I my brother's keeper?" Rabbi Sacks explains that Kayin's failing is not merely the act of violence itself, but his refusal to accept responsibility for another human being. He sees himself as accountable only to himself.

The story of Noach reveals yet another level. Noach is described as a righteous man, yet his righteousness is largely personal. He saves himself, his family, and the animals in the Ark, but he does not pray for his generation or seek to change society. In Rabbi Sacks' reading, Noach teaches that personal virtue alone is not enough; responsibility must extend beyond our own immediate circle.

The generation of the Tower of Babel presents a different problem. Here people work together, but for the wrong reasons. They sacrifice individuality and human dignity in pursuit of collective power and uniformity. A society can be highly organised and still lose sight of the value of the individual. Responsibility requires respecting both community and the unique worth of every person.

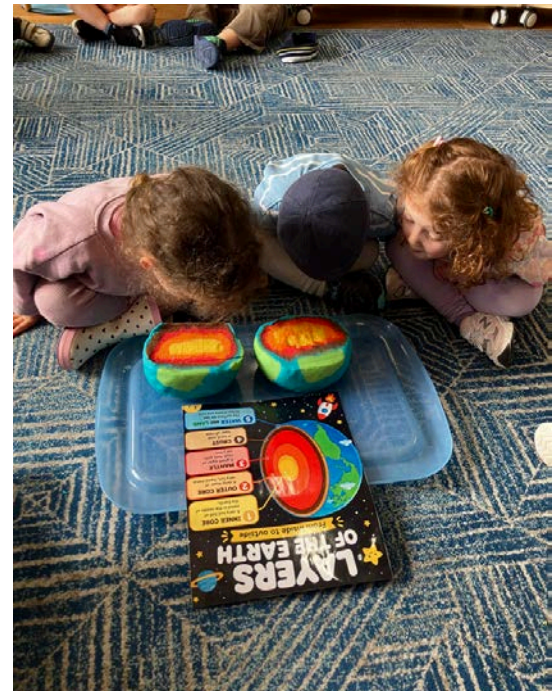
Only with Avraham does the Torah introduce a figure who fully embraces the ethics of responsibility. Avraham opens his tent to strangers, cares for those outside his family, and even argues with Hashem on behalf of the people of Sodom. He becomes the first biblical character to take responsibility not only for himself, but also for the welfare of others. It is therefore no coincidence that Hashem's covenant begins with Avraham. He represents the birth of a new kind of human being: one who understands that faith is expressed through concern for the world and those who inhabit it.

For Rabbi Sacks, this sequence of stories is deliberate. The Torah charts a progression from blame, to indifference, to limited concern, and finally to active responsibility. The question that echoes through these chapters is not "Who is at fault?" but "What is my responsibility?"

In a time when it is easy to point fingers, retreat into our own concerns, or wait for someone else to act, Sefer Bereishis reminds us that Judaism asks something different of us. We are called to be heirs of Avraham, people who step forward, take responsibility, and help heal a 'fractured world'. Judaism does not ask us merely to protect our own righteousness. It asks us to care about the world beyond ourselves.

The Kotzker Rebbe famously described Noach as a "tzaddik in peltz" – a righteous person who puts on a fur coat to keep warm in a cold world. Avraham, by contrast, lights a fire that brings warmth to others. The challenge for each of us is to ask: are we simply keeping ourselves warm, or are we helping to warm those around us? If the message of Bereishit is a journey from Adam to Avraham, then perhaps its enduring call is this: do not be a tzaddik in peltz. Be the person who lights the fire.

JKB exploring planets and space



Prep News

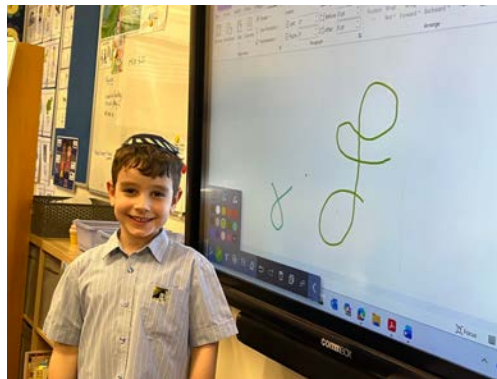
Chavi Grossman, Co-ordinator of Jewish Studies (Primary)

It's hard to believe we are already in the last term of the school year! Looking back at where my Preps started in Term 1, I could never have imagined just how much progress they would make in their learning.

Over the past year, they have grown so much in confidence and independence. It has been wonderful to see how far they have come and how much more they are able to do on their own.

As we begin our final term, we are also preparing for our Siddur Concert and are very excited to receive our first Siddur. This is an important milestone in their Jewish learning, and we are looking forward to celebrating it together.

It's amazing to see how much the children have learnt and how ready they are becoming for Year 1. I look forward to seeing what they achieve in our final term together!



Kind Communicators in Year 1

Megan McKenzie, Primary General Studies Teacher

This term in Wellbeing, our Year 1 learners have been exploring one of the most important life skills we can build, how to communicate with kindness and respect.

What have we been learning?

We have been thinking together about what respectful communication really looks like, sounds like, and feels like in our classroom. The children have been discovering that being a good communicator is about so much more than the words we use. It is about our eyes, our body, our voice, and the way we make the people around us feel.

Here is what our Year 1 communicators are practicing:

Looks like — gentle eyes focused on the person speaking, a still and calm body, and a nod to show we are listening and present.

Sounds like — waiting patiently for our turn, using a warm and friendly voice, and choosing kind words like "I really liked your idea!"

Feels like — when everyone listens with care, the whole room feels calm, safe, and inclusive. Everyone feels seen and valued.

How we brought it to life

The children worked together on a big Y-Chart poster, brainstorming their very best ideas for how kind communicators look, sound, and feel. We also took part in a Role-Play Challenge, where we practiced turning a silly or unhelpful response into a super respectful one, the children absolutely loved this!

How you can help at home

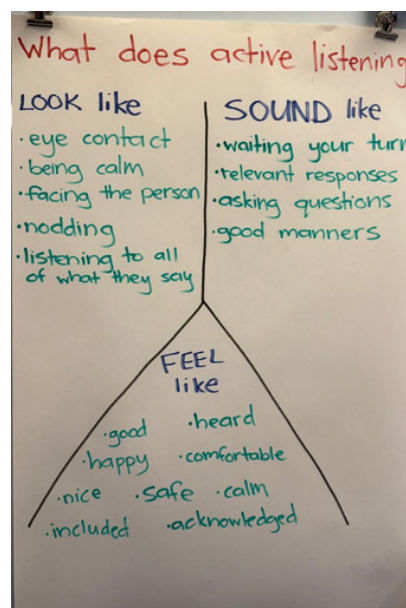
The language we use in the classroom is most powerful when it is echoed at home too. We would love for you to try using some of this vocabulary with your child this week:

- "Is everyone feeling heard right now?"
- "What would a good listener do here?"
- "Can we give them our full attention?"
- "Let's take a breath and listen properly."

You might even try your own family Role-Play Challenge, act out a not-so-kind response together and then flip it into a respectful one. The children are wonderful at this and will love showing you what they know!

We are incredibly proud of the thoughtful, kind communicators our Year 1 learners are becoming. These are skills that will serve them well beyond the classroom and throughout their whole lives.

Year 1 Team



All about the Negev

Corinne Caballo Goldberg, Head of Year 7

At the end of our unit on the Negev, the class decided to create a brochure showcasing trips and attractions in the Negev. We began by brainstorming and sharing everything we had learned about the region, including its unique landscapes, history, wildlife, communities, and places of interest.

Together, we discussed the key messages we wanted our brochure to convey and selected the attractions and activities we felt best represented the beauty and diversity of the Negev. The students worked with great enthusiasm and creativity, presenting their chosen trips to the class. Below are a few photos of their wonderful work.



WHAT DOES YOUR FAMILY NEED FROM OUR COMMUNITY?

From childhood to our older generations, what services from the Jewish community are important to you?



Gen26
Your voice counts.
Help shape our community's future.

Are you in? ✓







Israeli Elections

Ruby Alford, Jewish Life Educator

This week the year 6s enjoyed inspiring Barmi and Batmi programs. The boys learnt about the Mitzvah of Tzitzit and prepared for their Tzitzit tying workshop. The girls learnt about the significance of the shabbat candles and added to their personal scrapbooks.

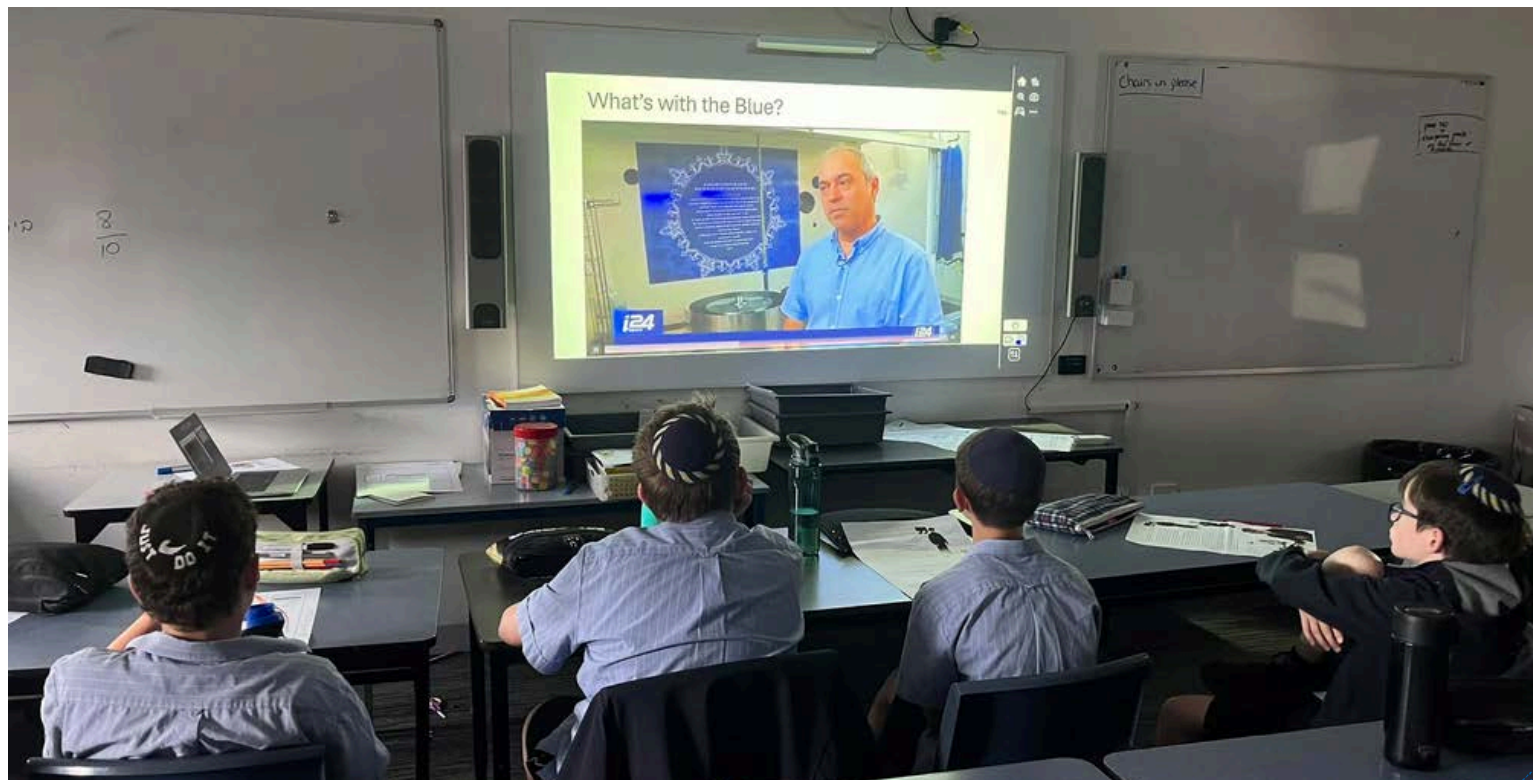
With the Israeli elections fast approaching, the team is providing a crash course on the Israeli elections. Our first session was with Jude on Thursday, who explained what parliament looks like and how the elections work.



T'D

ISRAEL ELECTION SESSIONS

- 1 **Election Explainer: Thursday 15th**
Icy Poles and Interesting conversation @Beit Midrash
- 2 **Parties Explainer: Tuesday 20th**
Politics and Potato Chips @Beit Midrash
- 3 **Grand Debate: Thursday 22nd**
See the candidates go head to head! @Area E
- 4 **Voting: Tuesday 27th**
Cast your vote for Israel's future!



Rosh Chodesh Cheshvan

Sara Amzalak, *Head of Jewish Life and Learning*

This past Monday was the second day of Rosh Chodesh Cheshvan. While we are praying for rain to come in the Holy Land, it was also a wet morning here in Melbourne...but that did not stop the Year 6 students greeting everyone who entered via the Nagle Gate with a "Chodesh Tov" and some coins to give to Tzedakah.

In Craft Club, we also heard about a lot of rain, so much that the entire world was flooded. Students also learnt about the three levels on the Teivah (ark) that Noach built to save him and his family from the worldwide flood. Students then constructed their own Tievah with the three levels.

All students who handed in their Tishrei checklists were also very excited to receive their little rewards and the winners of the raffles were announced at the Rosh Chodesh Assembly. The winner of the Prep-Year 2 raffle was: Zac G. 1A. The winner of the Year 3 raffle was: Leora G. 3A and the winner of the Year 4-6 raffle was Karni. B 4B. Well done to everyone who completed the Tishrei challenge.



Over the coming weeks we will share with you key information about how the College works to ensure child safety practices are paramount in the way we manage our organisation. All our policies are available on our website.



Leibler Yavneh College Statement of Commitment to Child Safety

Leibler Yavneh College is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Leibler Yavneh College has zero tolerance for child abuse. The College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in the College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Leibler Yavneh College is committed to identifying and removing or reducing risks of harm to children early, and to complying with all of our legal obligations – including reporting suspicions of child abuse to Victoria Police and/or Child Protection, and complying with our reportable conduct obligations to the Social Services Regulator.

This commitment is put into practice through our Child Safe Policy, Child Safe Code of Conduct, and Child Safe Reporting Procedure, which set out how we prevent, identify and respond to child safety concerns. If you have a concern about the safety of a child, please contact one of the College's Child Safe Officers, or phone 000 if a child is in immediate danger.



Upcoming Dates 2026

November:

Sunday 22 – Year 12 Graduation

Mazal Tov

Mazaltov to **Tali Posniak** on her wedding to **Daniel Jaffa**.

Mazaltov to **Rochelle Steinberg** on the birth of a granddaughter, Adira Chaya.

Mazaltov to **Lisa and Jason Gluck** on the birth of a baby girl, sister to Aria and Lia.

Mazel Tov to **Benjy Klein** and family on his Barmitzvah.

Condolence

To the **Weinberg family** on the passing of **Mrs Esther Michalowicz a"n**

MULTI-SPORTS COACHING



SOCCER | BASKETBALL

 **LEIBLER YAVNEH COLLEGE**

 **THURSDAY AFTERNOONS**
4.00 pm – 4.35 pm
15 October – 3 December

COMMENCING SOON

 **\$200** for an 8 Week Term

 **CONTACT**
0422 728 938

 yavnehsportscoaching@gmail.com



POSH OPP SHOPPE
A JCAS PROJECT

SEASON OF LIGHTS FAMILY FESTIVAL

– PRESENTED BY JCAS –

DECEMBER 6TH | 11AM-2PM

POSH OPP SHOPPE

484 GLEN HUNTLY RD, ELSTERNWICK

KIDS ENTERTAINMENT


ART ACTIVITIES
with Glen Eira Artists Society


MUSIC MAN


BALLOON ARTIST


FACE PAINTING


GLUCKS FOOD & DRINKS

EVERYONE WELCOME!

GREAT \$\$ BARGAINS IN STORE!

