

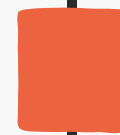
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Zoomsk

As a school framework for anti-bullying



Łoomsk



Łoomsk and Ts'msyen tradition



Current school situation



Respect and community as a framework



Combining loomsk and restorative justice



Łoomsk as reconciliation



Łoomsk

Łoomsk (pronounced hlohmsk) is a Sm'algyax word that means respect. Sm'algyax is the language of the Ts'msyen territory. Łoomsk embodies an approach of respect, where the self, others, the land, and all things are approached with fundamental caring and respect.

Łoomsk (respect) is the foundation of the Ts'msyen worldview, and includes: łooda lp 'nüün (respect self), łooda sila gyedn (respect others) and łooda txa'nii goo (respect all living things) (Leighton-Stephens, 2022).





CURRENT SCHOOL

Currently, when someone bullies someone at school, they are disciplined through detention and suspension. There is very little restoration after the fact.

There generally is not any attempt to repair the situation by the student. They are given an individual punishment, which often serves to disconnect them from their school community further.

TS'MSYEN TRADITION

Ts'msyen people approach harm as something that has been done within the community, and so must be solved in community.

This means that the harm-doer's self-worth should be respected as reparations are made. Those who have been hurt express what happened to them and how it impacted them. The harm-doer is meant to listen to and accept the testimony of the victim. They then must make amends. Amends must be done in front of the community, often during a reparations feast, and should be witnessed by elders or mentors (Dickens, 2024).



RESTORATIVE JUSTICE

Restorative justice is a community-oriented approach, where students who do wrong make amends with the people they hurt directly.

In restorative justice, the victim voices how the situation impacted them. The harmdoer listens. Amends are made in community. In a school program, this could happen in a circle, where the impacts are shared and ideas for how to make amends and go forward together are also shared. It could also happen through guided peer counselling, where trained peer counsellors support mediation and restoration of the community. Restorative justice allows the harm-doer to understand and empathize with their victim, and to make meaningful reparations that allow them to move toward connection, rather than shame or exclusion (Jefferson County Public Schools, 2018).



ŁOOMSK AND RESTORATIVE JUSTICE

Łoomsk is a framework for respect that prioritizes finding a respectful way forward for everyone, similar to restorative justice.

Having a Ts'msyen vision and way forward allows us to be more culturally responsive, and to reflect the ways of the territory. Restorative justice can be applied within a framework of łoomsk, where people's perspectives and voices are all treated as important, and the community connections themselves are what are repaired through circle work and/or peer counselling. When things are not resolved in the first round of circle work or peer counselling, a council of elders/mentors will help the students to work through their issues. We already have a mentorship program through the district that will readily support students.



Reconciliation



Adopting a framework of deep respect for one's self, others, and the places in which we are, is a meaningful way to advance reconciliation. Using a Ts'msyen framework of respect and restorative justice can be transformational within a school, and can help students to feel firmly connected and supported by their communities. It can approach students who bully with respect and from a perspective of inclusion, ensuring that they feel a sense of belonging and connection to their school.





QUESTIONS

How can we implement these approaches at our school?

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1. How might a framework of loomsk change our school?
 2. How can discipline be respectful and community-oriented?
 3. What challenges do you foresee with a loomsk framework?
 4. What opportunities might arise with a loomsk framework?

REFERENCES



Dickens, M. (2024). Personal interview. Terrace, BC.

Jefferson County Public Schools. (2018). Behavior support systems model: Restorative practices implementation guide.

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Leighton-Stephens, D. (2022). Adaawgm Ts'msyen Int Suwilaay'magm: Teachings from our Ts'msyen narratives. Doctoral dissertation. Simon Fraser University.

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