

# Ian Paluck

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e-Portfolio: <https://paluck.trubox.ca/>

## Objective

Dedicated Indigenous teacher certified in Indigenous studies and passionate about emotional literacy. Adept in relationship building and believer in equity, and equality for all students. Striving to create inclusive lessons and activities in the classroom where all students can demonstrate their learning.

## Education

### **BACHELOR OF ELEMENTARY EDUCATION | FALL 2021 – WINTER 2023 | THOMPSON RIVERS UNIVERSITY**

- Dean's list recipient: Fall 2022.

### **BACHELOR OF ARTS | FALL 2015 – WINTER 2020 | THOMPSON RIVERS UNIVERSITY**

- Double Major: English, and Anthropology.
- Related coursework: Creative writing, SOGI, portrayal of women in literature.
- Dean's List recipient: Fall 2019, Fall 2020.
- Council of Canadians bursary award (December 2018).
- English and Modern Languages Department Award for Excellence in Indigenous Learning (2020).
- TRU Undergrad Conference.

### **ABORIGINAL STUDIES CERTIFICATE | FALL 2015 - WINTER 2019 | THOMPSON RIVERS UNIVERSITY**

- Related coursework: Political Science, History, Geography, English, entry level St'at'imc language class, and entry level Secwepemctsin language class, Indigenous literature, and cultural studies.

## Skills & Abilities

### **CLASSROOM MANAGEMENT**

- I have worked with students in grade 2, 5/6, and 7; therefore, I have had to use several different methods of classroom management. I have developed effective non-verbal strategies such as proximity, and feel confident in my presence around the classroom. I include myself in classroom management because I know that managing my attitude and expectations for the day is a crucial part of how students respond to my instruction.

### **GOAL SETTING**

- I am organized, and reliable. I am always setting goals for myself, and I enjoy achieving those goals; whether they are big or small. I take accountability for my learning and my success, and I am always seeking improvement. This is a skill that I strive to teach my students.

## **RELATIONSHIP BUILDING**

- This is the most important part of my practice. I have always made it a priority to learn all my student's names, and at least one of their interests within the first 2-3 days of instruction. I share my life and my interests with my students, and build my relationships on a foundation of respect and authenticity.

## **Practicum Experience**

### **KAY BINGHAM | GRADE 5/6 | 2021**

- For my first practicum I was placed in a grade 5/6 split class at Kay Bingham Elementary. Under the guidance of teacher mentor Lisa Pye I learned how to be gentle but firm with my students. I developed a 4 lesson mini-unit on poetry that focused on dream analysis, and strong elements of Indigenous lore and beliefs. Students became familiar with figurative language, such as; imagery, metaphors, and similes and used them effectively in their own writing.

### **BERT EDWARDS SCHOOL OF SCIENCE AND TECHNOLOGY | GRADE 2 | 2022**

- My second practicum dealt with much younger students than my first practicum and final practicum. Under the guidance of teacher mentor Teresa Webber I worked with grade 2 students, furthering my ability to be gentle in my approach. For this practicum I developed two units, one in math and one in science. For math, I introduced the students to standard units of measurement and had them create treasure maps with specific instructions for their classmates to solve. For science, I taught the students about physical and chemical changes. We made kinetic sand, and discussed the story "The Woman Who Fell From The Sky" to outline Indigenous ways of thinking about how land was formed.

### **JUNIPER RIDGE ELEMENTARY | GRADE 7 | 2022-2023**

- My third, and final practicum placements were with Lesley Waters in her grade 7 class. The focus of my third practicum was on building relationships, and collaborating with the students to set classroom rules and expectations. I used "The Circle of Courage" to guide my practice, focusing on: belonging, independence, mastery, and generosity. We made sage ties to explore generosity and further moved into a week of painting drums. For the drums, students had the option to paint in the style of First Nations, Métis, or Inuit art, and we explored elements of each distinct Indigenous groups.
- In my final practicum I taught all subject areas. I worked extensively with the Juniper Ridge Elementary Aboriginal Education Worker Daryl Laboucan to create authentic Indigenously inspired activities. I also got to experience the process of taking students on a field trip, and wrote interim reports for my learners.

## **References**

### **DEANNA STEPTOE | JUNIPER RIDGE ELEMENTARY SCHOOL PRINCIPAL**

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### **LESLEY WATERS | FINAL PRACTICUM TEACHER MENTOR**

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