

Career Tech Matters

by Dennis Franks • Jan. 27, 2017

When Josh Bluck was a student at Adena High School, his agriculture education teacher, Jim Skinner, would joke that he should take his job.



It took some time, but now he has.

Josh was hired as Adena's Agriculture Education teacher in 2015 after teaching at Teays Valley for seven years.

While it seems that teaching was natural fit for Josh, he originally had other plans.

"I thought I'd be a farmer," he said. "I grew up in a farm family, and to quote the FFA creed I know the 'joys and discomforts of agricultural life and hold an inborn fondness' for it."

But while attending Wilmington College – studying agriculture, of course – he discovered he liked teaching.

When the opportunity to teach Pickaway-Ross' satellite program opened, it suited him perfectly.

"It's hard to pass up an opportunity to teach in your home community," he said.

At Adena, he teaches students in eighth- through twelfth-grades and is the advisor for the Adena FFA chapter.

"No day is boring," he said, enjoying the challenges that each day brings.

"Whether it's dealing with a student or learning a new thing to teach, it all makes it fun."

One challenge is getting the FFA chapter up to speed.



Josh Bluck is very much at home in the Agriculture Education classroom at Adena High School.

There are nearly 130 students in the chapter and "at a small school, the students who get involved get involved in everything," Josh said.

"We had to do all of our soils practices and other contest practices during lunch because they're all busy after school."

The soils team was young, but successful, he said.

The chapter attended the state contest in the fall and is looking forward to competing again next year.

"We're picking up steam," he said.

Josh credits former Teays Valley co-workers Bret King and Aaron Hanselman for helping him during his first three years there.

"They took me under their wing and I learned a lot about teaching that isn't covered in college. Specifically the logistics of managing a large FFA chapter and growing student leadership so the chapter is student-led rather than teacher-led."

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