

The High School View

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Early childhood education enrollment grows

BY OLIVIA MACPHERSON AND CHLOE NICOTERA

High school freshmen at Martha's Vineyard Regional High School (MVRHS) cycle through the school's Career and Technical Education (CTE) options, which include automotive technology, building trades, culinary arts, health assisting, and horticulture. Last fall, early childhood education (ECE) was added to this rotation. This new CTE option is off to a strong start; there are currently 21 freshmen enrolled, and 13 of them plan to continue with their early childhood education studies in the next school year.

In the past, ECE classes were offered remotely as a dual-enrollment program



ILLUSTRATION BY MADELINE BENGTTSSON

through Cape Cod Community College. This school year, however, Leslie Frizzell was hired to teach early childhood education — which has enabled the school to offer the classes in-person within the normal flow of a school day.

“We have not had early childhood [education] in the building for some time,”

said Ms. Frizzell. “I base the classes on dual-enrollment courses, using their textbook and materials to create the curriculum.” She has been able to add a hands-on component that many students find engaging and fun.

The typical ECE class involves notetaking based on an instructional video, followed

by an activity. “When we talk about fine motor skills, we use fine motor materials. When we talk about large motor skills, we go outside and do large motor activities,” said Ms. Frizzell.

As students learn about cognitive development in children, they engage in activities that involve classifying, sorting, and building objects. Students have also made slime and frosted cupcakes — the types of activities they might do with preschool children in order to help them develop specific skills.

Freshman Autumn Donnelly is currently enrolled in ECE, and is enjoying the course thus far. “Ms. Frizzell shows different perspectives of how teachers teach and of how kids learn,” she said.

“She’s very engaging.”

There is currently a national and local shortage of early childhood educators that is driven by a number of factors. On-Island, spots for preschool are often hard for parents to secure. Ms. Frizzell hopes that the high school’s ECE program can be part of the solution.

“The girls that are in the second year of the program next year will be doing mentorships at preschools and kindergartens on-Island,” she said. “There are many jobs that would benefit from you having an early childhood background.”

Freshman Matilda Backus-Clement enjoys the observation component of the course, in which students visit the preschool at Com-

munity Services, as well as the Project Headway preschool located at MVRHS. “I like seeing all the different classrooms and how they do things,” said Matilda.

At Community Services, ECE students observe infant and toddler care, whereas at MVRHS, they observe students between ages 3 and 5. Ms. Frizzell said, “Observations [allow students to] get the sense of the classroom and the interactions between teachers and children.”

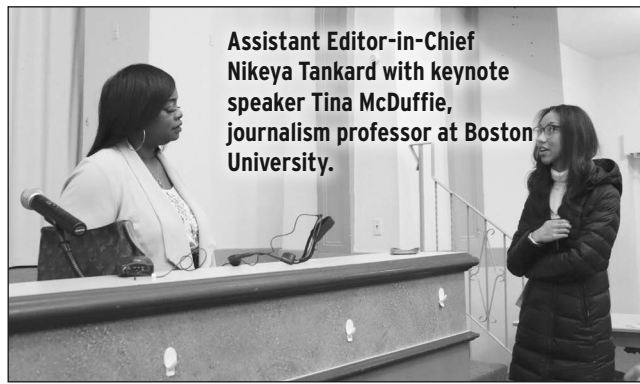
This summer, Matilda plans to return to her job as a camp counselor at the FARM Institute in Edgartown. “I was always a little uncomfortable working with younger kids, like the 5- and 6-year-olds, and the 4-year-olds. But now that I’ve had this program, I think it will be better for me,” she said. “Hopefully I’ll get to use some of the conflict resolution we learned about.” **HSV**

Behind the scenes: NESPA workshops inspire staff reflection

Last Friday, eight staff members from The High School View traveled to Boston University to participate in the New England Scholastic Press Association’s (NESPA) annual journalism conference. We attended a variety of workshops and heard from keynote speaker and journalism professor Tina McDuffie. It was our first time attending the conference since 2019. As a staff, we were grateful to connect with fellow student writers from across the region, and learn about best practices that can help us improve our coverage. As we approach our last issue of the school year, we wanted to share some of our takeaways from the conference.

Julia Sayre, senior and editor-in-chief

I attended a roundtable discussion with eight other editors-in-chief from across New England, and learned through



Assistant Editor-in-Chief Nikeya Tankard with keynote speaker Tina McDuffie, journalism professor at Boston University.

ISA MERRIAM

the Leadership Compass Self-Assessment what type of leader I am (turns out I am “assertive, organized, and decisive”). We discussed ways I can use my skills to empower and encourage a newspaper staff to become intrinsically motivated. We also discussed the importance of fostering safe environments for staff members, and making sure everyone feels their ideas are welcomed. A part of the conversation centered on how our publication uses social media,

which made me consider how we can responsibly use those platforms to connect with our readership.

Nikeya Tankard, junior and assistant editor-in-chief

After our first two sessions, I had the opportunity to speak one-on-one with keynote speaker Tina McDuffie, an award-winning journalist and associate professor at BU. She greeted me with a warm smile as I walked to her podium after her speech. I asked Prof.

McDuffie for advice on finding new stories to report on when it may seem like there are none. However, she quickly refuted my concerns. “With the right angle,” she said, “there’s always a story to tell.”

Olivia Macpherson, junior and assistant editor-in-chief

I attended two sessions by Harry Proudfoot, who advised the Village and the Literary Villager at Westport High School in Westport. Both sessions discussed the responsibility we have as student journalists. I learned that student newspapers, in accordance with the First Amendment, maintain the right to freedom of the press, meaning advisors are not permitted to interfere with the paper in a way that would go against what students want to publish. This, in turn, means students are held accountable and legally liable for

their work. Because of this, Proudfoot (who has played a vital role in the rights of student newspapers) spent a large portion of his sessions making these conditions and responsibilities clear, while incorporating personal anecdotes to help us understand the importance of giving students a voice and access to important information.

Isa Merriam, senior and photography editor

In the workshop “Documenting Apartheid: When is Activism Okay?” Greg Marinovich taught us about the importance of taking risks in journalism, and immersing yourself in the communities where you work. During apartheid, Marinovich would attend protests as a way to investigate. He emphasized that spending time in certain communities helped him to elevate the photos he took. He said that by immersing

yourself in the moment, you can more honestly portray it. A main takeaway from this session was the fact that we all have biases, and no person can be completely impartial. Even when you see a photo that may seem unbiased, the photographer is choosing what to focus on, and what elements to highlight and prioritize.

Pickle Eville, freshman and staff writer

As an underclassman just learning about journalism, I learned the importance of approaching interviews as conversations, and asking follow-up questions. It also gave me ideas about how to make our paper even better. I learned that one of the most important things about being a journalist is to be curious. This allows us to dig deeper into our stories and conversations to produce the best reporting we can. **HSV**

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