"At Risk" or "At Promise"? From Deficit Constructions of the "Other Childhood" to Possibilities for Authentic Alliances with Children and Families
Beth Blue Swadener

Abstract

This article is taken from the Rethinking Childhood Series book: Diaz-Soto, L. (Ed.), (2000). The Politics of Early Childhood Education. NY: Peter Lang. In the specific text reprinted here Swadener challenges the deficit label "at risk" and argues that we should adopt a more diverse construction of children and families. The reader is referred to the complete book for further discussions from reconceptualist scholars such as Marianne Bloch, Henry Giroux, Shirley Stienburg and Joe Kincheloe on topics ranging from ECE’s over-reliance on child development to Disney’s influence on modern day children.

Full Text:
PDF

Through the study of three children's literature texts, we explore the possibilities of queering early childhood practices and draw implications for opening up possibilities and embracing social justice in the early childhood context. Congruent with the best practices model of early childhood education, Walt Disney’s Three Little Pigs (Disney, 1933/1948) follows the traditional tale with the wolf eating the first two pigs after he blows down their houses, and the third pig surviving because he used the best home. View. Show abstract. This thesis examines risk as it applies to children and youth. Specifically, this thesis examines the way that risk enables the governance of child and youth populations. Children-at-risk are persons under 18 who experience an intense and/or chronic risk factor, or a combination of risk factors in personal, environmental and/or relational domains that prevent them from pursuing and fulfilling their God-given potential. Discussion. While it is possible to argue that virtually every child falls within this definition, such thinking loses sight of the term’s purpose. Child rights are the human rights of children. Yet more than 300 million vulnerable children live in fragile contexts with their child rights denied. Learn more. At World Vision, we believe that every child deserves a childhood in all its fullness, surrounded by protective families and communities, free from violence and with the opportunity to thrive as other children do. Poverty, exploitation and violence are not inevitable. Many of the problems that children face are a consequence of exploitative practices and education gaps in both developed and developing communities. In a protective environment where children’s rights are respected, the world’s most vulnerable children can flourish and reach their highest potential.