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Bullying By Teachers: Preventative Measures in Hogwarts

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Introduction

In our case study, the Battle of Hogwarts, we decided to address the problem of bullying by teachers against students in the forms of discrimination, indoctrination, and maltreatment of students and how that might result in negative educational outcomes such as a lack of self-esteem, racist beliefs, discrimination, and stress. Students who were bullied before, during, and after the battle may have long-lasting problems that resulted from such instances of mistreatment. For example, professors such as Snape and the Carrows discriminated against Muggle-born students like Hermione. During the take-over of Hogwarts by the Death Eaters, Defense Against the Dark Arts was changed to the Dark Arts, therefore indoctrinating the students to Voldemort's belief system. Finally, the use of the Cruciatus curse on misbehaving students was a form of maltreatment perpetrated by professors of Hogwarts. After reviewing the literature, as the founders of the New Age of Hogwarts, we have proposed a multidimensional and holistic solution that we will describe after defining our subject matter.

Bullying

According to Gladden et al. (2014), bullying is when a person with greater status or power acts aggressively toward another person who does not want it. Solberg & Olweus (2003), claim that bullying is repetitive and occurs over time. The goal of bullying is to harm the individual being bullied. This is completed through disproportionate power dynamics between the bully and the victim (Solberg & Olweus, 2003). When students do not have the opportunity to engage in prosocial behaviors due to bullying by teachers, they may face lower levels of academic engagement (Diperna, 2006). In addition to this, bullying by teachers can also lead to decreased academic achievement (Eisenberg, 2003 as cited in Datta, et al., 2017).

Bullying can take many different forms. While bullying itself is a serious problem, there are subdivisions of bullying that children are subjected to by their peers- such as threats/intimidation, physical bullying, verbal bullying, relational bullying, attacking with personal items, and social exclusion (Çalışkan et al, 2019).

Bullying can be seen through maltreatment, indoctrination, and discrimination within the Battle of Hogwarts. Students at Hogwarts experienced bullying from their teachers and other school administrators. For example, Snape relentlessly bullied Hermione by shaming her in class and even calling her "an insufferable know-it-all." Carney (2008) labeled bullying as a prevalent form of violence among students in a school setting that results in children developing traumatic associations that will last a lifetime and ultimately become defining moments in their lives. Menesini & Salmivalli (2017) mention how critical having one's peers bear witness to the behavior is pivotal in regards, to either suppressing the bullying behaviors or encouraging it. This was particularly evident when Crabbe refers to Hermione as a Mudblood before attempting to kill her. Even though Crabbe's discriminatory behavior began at home because his father was a Death Eater, both teachers such as the Carrows and peers such as Draco and Goyle encouraged these bullying behaviors. In addition to this, Snape bullied Harry and Hermione in both of his positions as both an educator and administrator at Hogwarts. His actions were never masked and were common knowledge among the students at Hogwarts. However, students were reluctant to speak up against Snape because they feared repercussions. This open bullying in class sessions and other encounters encouraged students such as Draco to continue to believe in his pure-blood superiority over Harry and the other students.

Types of Bullying Carried out By Hogwarts Teachers

Discrimination

Woolfolk (2020), describes discrimination as treating certain groups of people unequally (p. 253). Discrimination can be a direct result of prejudice, which can be described as negative beliefs and feelings about a group of people. These beliefs and feelings are inflexible and impractical. Discrimination can be based on race, gender, ethnicity, sexual orientation, religion, socio-economic status, and many other identities that individuals hold. The act of discrimination is often seen in education. Many times, students and teachers do not realize that they are showing discrimination. In the case of the Battle of Hogwarts, race will be the primary focus. Race will refer to blood status.

Earlier in his life, Voldemort chooses to identify as a pureblood wizard, although others may choose to view his identity as half-blood based on the blood status of his parents. Voldemort murders his father and grandparents, who are Muggles. This limits the likelihood that others will find out that he is a half-blood. Voldemort looked at the way that Muggles and half-bloods were viewed by other wizards and feared that he would be discriminated against if he chose to identify as a half-blood. Voldemort views wizards who are impure as a threat to Hogwarts, which justifies his reasoning for attacking Hogwarts. This example can be related to the findings of Copur-Gencturk et al. (2020), which suggests that the teachers in the study have biases against the math abilities of black and Latinx students, while they have higher expectations for white male students.

While attending school at Hogwarts, many students took a Muggle Studies course. Rather than teaching students about Muggles and making them more aware of certain cultural

characteristics of Muggles, students were taught to have negative biases towards Muggles. These negative stereotypes may have caused students who did not identify as being purebloods to face microaggression and other forms of prejudice while attending Hogwarts. This relates to research conducted by Trepagnier (2010) where it was found that people who identify as an ideal group can mean well, but still contribute to placing negative stereotypes on minority groups, feel negatively towards minorities, and fail to advocate for minorities. It was concluded that these actions are just as harmful as being openly racist. Although professors at Hogwarts may have thought that they were effectively serving their students by teaching them that the pureblood race is superior through illuminating negative characteristics of Muggles, they were promoting discriminatory behavior against anyone who was not a pureblood wizard. While there may have been students and professors who knew that these teachings were harmful, nothing was done to stand up for minority groups at Hogwarts. Therefore, any student who was not a pureblood wizard was at risk of being a victim of racism. The fact that many students and teachers believed that humans and impure wizards as being negative suggests that the Battle of Hogwarts was reasonable because it would bring Hogwarts closer to a racial cleanse. The lack of outrage against racism at Hogwarts helped make the Battle of Hogwarts a reality. Educators must not impose their personal beliefs on students.

At Hogwarts, Muggles were viewed as weak and unintelligent. This could result in a lack of empathy and appreciation towards Muggles. Cabrera (2014), interviewed college students who were all white males and all looked at racism as a trait that individuals possess instead of being a societal issue. Some participants saw racism as a result of biological disadvantages. Most participants attributed racial inequalities to a lack of education. Furthermore, the participants

believed that minorities placed a low value on achievements in education and that this was the reason minority students had less academic achievement. Although these participants did not recognize racism against minorities, they identified acts of, what they identified as reverse racism, against white men. However, reverse racism does not exist because racism requires a place of systematic power (Jennings, 1990). Since racial impurity is seen as a threat against pureblood wizards, it is possible that the pureblood wizards, who are the actual oppressors, viewed the victims as the oppressors, which justified the actions that they took to harm the impure wizards.

Although Hermione's parents are both Muggles, she is a wizard and is an exceptional student at Hogwarts. However, other students and professors may still view her as inferior due to the fact that her parents are Muggles. It is also possible that Hermione's talents and intelligence are seen as being obsolete, meaning that they believe that she will fail as a wizard. Additionally, Wong and Jones (2018) found that students received microaggressions from other students than from faculty. Second, microaggressions in relation to race and ethnicity were reported more often than microaggressions related to other identities. Furthermore, more participants reported that they were witnesses of microaggressions than victims of microaggressions. In relation to the case, it is possible that, because students were taught that racism is okay, pureblood students will end up being more discriminatory towards other students than the professors had intended. Educators must be aware of the discriminatory injustices that impact their students. The aggressions against impure wizards at Hogwarts became so violent that during the Battle of Hogwarts, impure wizards were at risk of being killed.

The constant acts of discrimination against students who were not pureblood wizards assisted in Voldemort's attempts to cleanse Hogwarts. It is important for educators to be aware of how their students may be mistreated while at school. It is also crucial that educators make efforts to end and punish discrimination because those mistreatments could impact students' academic performance.

Indoctrination

It is the purpose of education to instill knowledge from a teacher to a student in order to prepare the student to succeed in life after school. This idea of education, however, while successful in terms of acceptable knowledge that should be passed onto future generations, can certainly be abused by those who wish to instill new ideas, doctrines, and regimes upon youth so that they can eventually pass it on themselves. The principle of indoctrination is based on how knowledge is taught to students from their teachers (Green 1972, as cited in McDonough, 2011). Viewed in several different methods, indoctrination can be considered as "training" youth by applying an underlying ideology to their education (Robert 1975, as cited in Momanu, 2012). There have been countless examples of indoctrination within schools in the past, be it through the actions of the Nazi occupied Europe or the accounts of indoctrination of fascist regimes during the Cold War in Eastern Europe. While initially not all indoctrinatory methods at a first glance are viewed as inherently evil or extreme, as some would view the methodology of the indoctrination of Dark Arts into Hogwarts curriculum, it can without a doubt be viewed as unethical and erroneous in terms of what should and should not be taught (McDonough, 2011). As proven in the past, indoctrination within education has been used as a tool in order to change the overall outlook a student has towards the world, be it to teach them on how to view a person

or race in a negative way, to teach them to rely on a preconceived ideology, to instill a new mindset or outlook which views violent tendencies as acceptable, or to ultimately blind students to the honest truth in favor of a darker and dishonest ideology (Reboul 1977, as cited in Momanu, 2012). As unnerving as indoctrination can be, that sense of underlying dread is only heightened by the truth that indoctrination cannot exist outside of education (Momanu, 2012). Indoctrination is often viewed as a form of education, but instead of actual fact being taught, it is an unproven belief that is passed onto students by way of the teacher (Hocutt, 2005). In terms of the Wizarding World, the entire belief of wizarding superiority by blood is based on belief rather than proof that a pure-blooded wizard is any better than a Muggle-born or half-blood wizard. Due to Voldemort's utter hypocritic hatred for Muggle-born and half-blood wizards, his belief of superiority is shared amongst his Death Eaters which is later passed down through parents to children, by example of the Malfoy family, and passed down through the education system of Hogwarts through the teachings of Alecto Carrow in her teachings of Muggle studies. Alecto Carrow makes good work through her teaching of Muggle studies when she compares Muggles to dirty animals, therefore enforcing the idea amongst her students that there is a clear divide in terms of superiority- despite there not being any proof that is the case.

As many can agree, education is the place where true thought and individuality begins. As the first stage of learning for many children is the literal garden of their education, the teachers feed them knowledge that is meant to help them bud and eventually grow into the next generation that is to be the next step in furthering society and the world as a whole. It is for that same reason that schools were targeted during the Nazi regime along with the creation of the Hitler Youth, to indoctrinate a specific ideology onto the children that they will eventually teach

to the future generations. It was this same mentality that belonged to Voldemort and his followers, Death Eaters passing on their views of pure-blood superiority to their children as well as the stationing of the Carrow siblings as teachers at Hogwarts. As much as the content and how it is being taught in education matters, what is arguably more important is the relationship between student and teacher. In most any situation in terms of a teacher-student relationship, the teacher is more often than naught an authority figure for the student(s) in the school environment. In the case of Hogwarts, all of the faculty hold a certain amount of authority, some more than others in the cases of Heads of Houses, the Deputy Headmaster, and Headmaster. Indoctrination usually begins through a figure of authority that has power over the students, and this authority figure uses this power to put themselves in an even higher position of superiority compared to the students (Reboul 1977, as cited in Momanu, 2012). This concept in relation to functional authority in which a teacher is held to be superior to the students in an authoritative position pushes the message that the teacher is meant to represent the message that is being made by the school, the teacher is meant to be a figure within the society of the school that is not only meant to be respected, but taken at their word as they are the ones to establish and uphold the rules, knowledge, and overall reputation of the school (Momanu, 2012). In an educational setting, there is the inherent tendency to trust in the knowledge that the teacher is meant to instill upon the student in the classroom or school environment (Sullivan, 2019). As a teacher being the authority figure over students, it would make perfect sense for students to look up to them for guidance and assistance when they need it. At any given time, a student will more often than not be more willing to follow the directions of a teacher that they respect and admire, even if there are in a seemingly unreachable position due to their authority (Momanu, 2012). It is the hope that

a teacher becomes successful in their job when they are actively working for the betterment of their students by paying attention to what they need in order to accomplish their future goals (Woolfolk, 2020). This principle is turned on its head in terms of indoctrination, however. When indoctrination is being implemented, the education is turned away from the betterment of the student and more towards the betterment or expansion of the doctrine or ideology that is being imposed upon the society. Leading up to the Battle of Hogwarts, the aim of education changed from teaching students to live alongside Muggle-Borns and learn how to defend themselves against dark magic, to completely ostracize the Muggle-Born students, denounce Muggle society as a whole, and learn how to use Dark Arts to their advantage.

When teaching any kind of subject, it's only to be assumed that a teacher would have enough knowledge about what they are teaching and that it is based in fact rather than belief, as a fair amount of indoctrination is attributed to being. When a teacher who is solely focused on indoctrinating students to their cause, they will gladly pass on the message of their ideology to those who are teaching, but there are instances where indoctrination happens accidentally, when a teacher isn't meaning to do so. A teacher who is not well versed in what they are teaching or are not prepared to teach may only tell half of the truth in terms of the subject that they are teaching, something as simple as not citing a source in the correct way can lead to a form of indoctrination (Hocutt, 2005). Teaching is the process in which education is given to students in hopes of opening their mind, but with the use of indoctrination, intentional or otherwise, can lead to the closing of the mind of the students who are being taught (White, 2017). In terms of when indoctrination is being used as the worst kind of tool to force ideas into the young minds of students, it is most effective in terms of trying to recreate a society for those students to live in

the future. The responsibility of indoctrinating the students is put entirely in the hands of the regime that is in charge and making the orders to indoctrinate the students. Regimes will often go as far as inciting mistrust in the family dynamic by telling students not to believe what their parents tell them, overall reversing the mentality of the students to trust the regime that is trying to take control, rather than that of their own families (Newman, 2019). Despite not seeing any accidental indoctrination within Hogwarts, iIt is easy to see that all of the indoctrination in Hogwarts is it is all meant to be intentional when instilling the idea of a new Pure-Blood society where Half-Bloods and Muggle-Borns are looked down upon. Alecto Carrow makes good work through her teaching of Muggle studies when she compares Muggles to dirty animals, therefore enforcing the idea amongst her students that there is a clear divide in terms of superiority-despite there not being any proof that is the case.

With indoctrination taking place in schools and being a tool used by the "teachers," it is not uncommon for there to be an abuse of power in terms of the educator using their position of authority to treat students badly. Abuse of power in schools is known to lead to unfair punishment, discrimination, and other such atrocities that would lead you to think that they were unfit to be a teacher all together, but in terms of the Carrow siblings, who would use curses on students as a form of punishment in the New Age of Hogwarts before the battle, they were just acting in ways that were viewed as acceptable by the new society that Voldemort had ushered in once he had taken over the Ministry of Magic. Through their indoctrination and with the power to abuse authority as they wish, educators pose a serious threat to students in terms of impeding the freedom of students, and threatening the safety of a student (Peters, 1973 as cited in Hábl, 2017). Before the school year even started, Voldemort began his regime of power by making

schooling mandatory for all witches and wizards who were of age, making it impossible for

half-blood or Muggle-born families to hide for their own safety in fear of persecution. Another

requirement was made for there to be documentation of blood status, if a student was found to be

born from a Muggle family, they would be banned from Hogwarts and swiftly taken to Azkaban

for imprisonment, all for the sake of Voldemort's purist society. As stated above, the two Carrow

siblings were constant threats to the students of Hogwarts in terms of what they were permitted

to do under the permission of Severus Snape while he acted as Headmaster. The constant use of

curses on the part of Amycus Carrow was a clear disregard to the safety of the students of

Hogwarts as there has been proof of how prolonged uses of the Cruciatus Curse can irreparably

damage the sanity of a person. Alongside being willing to inflict pain upon students, he was

willing to put them in immense danger by teaching them dangerous and deadly spells such as

Fiendfyre, while effective in destroying the diadem horcrux, evidentially ended the life of

Vincent Crabbe who conjured it in the first place. This vile abuse of power, be it through the

government or through the school leads to the obvious discrimination and cruelty towards

students who had no choice or decision in terms of what family they were born into. This

teaching that was implemented by the Carrow siblings can be viewed as a forceful way to further

the agenda that was implemented by Voldemort and his ruling of the Ministry (Edmundson,

2016).

    Arguably the darkest side of indoctrination is what comes after school, when students

who have graduated with the new ideology ingrained in their heads, where do they go next?

Indoctrination is often comparable to initiation, and in terms of indoctrination that is prevalent in

societies that are indoctrinating youth for the betterment and growth of that society, those who

have completely adopted the ideology are often brought into the ranks to work not only as supporters to the regime but to assist with the further indoctrination of future youth. This can be seen through the action of Draco Malfoy becoming a Death Eater like his father, Lucius. There are distinct differences between indoctrination and initiation, such as indoctrination is the actual teaching that is based with education, whereas initiation is considered to be the shift from a learner to a leader, someone who takes the skills that they have honed and learned with them into adulthood (McDonough, 2011). Crabbe proved to be a good example for this scenario when he made his intentions known that he wanted to kill Harry and his friends in the Room of Requirement. Draco's initiation into the forces of the Death Eaters worked in the form of Draco's murdering Albus Dumbledore. Crabbe may have had the same thought process that if he killed Harry and his friends, he would be invited into the ranks and maybe even ascend to a higher position with his killing of the fabled Boy Who Lived. This would lead to his downfall in the Room of Requirement where his quick actions led to his untimely death.

Indoctrination is truly one of the more sinister ways for societies that wish to gain traction can do so as it deals with morphing the minds and the ideology of young students to be more susceptible to ideas that will more than likely cause harm to them and to the society that brought them into the world. The Battle of Hogwarts shows that through methods of indoctrination, students' ideas of the world warp, they aren't clear to the greater good anymore and that leads to irreparable decisions. Students such as Crabbe who, while he used what he learned under the teachings of the Carrows, was unable to achieve the goal he set out to do and killed himself in the process. Those who are subjected to indoctrination, as sad as it is, are more than likely to be left with irreparable damage that will follow them later in life, but at least they

would have been better with this damage than those who were never able to survive the environment of indoctrination.

Maltreatment

Research on child maltreatment, or abuse, and its impact on educational outcomes is plentiful (McGuire & Jackson, 2018). As many as 45% of American children experience some form of maltreatment or other adverse childhood experience from ages birth to eighteen (Condon et al., 2019). Three million cases of maltreatment are reported annually, but less than a third of those are confirmed (Woolfolk, 2020). While some of this maltreatment may occur at home, some may occur at school through the use of corporal punishment by administration or teachers' physical responses to anger.

Signs of maltreatment can be difficult to detect. Some children who have been maltreated by teachers may have physical bruises or cuts; other students may not have any physical indicators that they have been abused (Anderson-Butcher et al., 2017). Still, other children attempt to hide the signs of their abuse by wearing clothing that covers much of their bodies. Children who are maltreated may act out and be labeled as having behavior problems or hyperactivity (Yoon, 2018).

Misidentification of maltreatment as behavioral problems may result in the prolongation of children having to endure such abuse. Neville Longbottom ran away from school and went into hiding to avoid being corporally punished and abused by the Cruciatus curse (Rowling, 2007). Child maltreatment can involve any sexual, physical, emotional abuse, or neglect (Anderson-Butcher et al., 2017)). Maltreatment may often result in negative future health outcomes which directly impact educational success (Elklit et al., 2018). In addition to this,

students who are maltreated may have higher levels of obesity and substance abuse problems (Calhoun et al., 2018). At many schools, substance abuse may result in suspension or expulsion resulting in the discontinuing of these students' educational careers. Unfortunately, teachers do not always recognize signs of abuse. Even when they do, teachers often lack the training which they need to help students develop resiliency to maltreatment (Cummings et al., 2017). As a result, children often grow up with stressors that lead to dangerous habits and concerning health risks that have a negative impact on their educational outcomes.

Maltreatment can have negative effects on many aspects of children's lives which can cause poor educational outcomes (Hartman et al., 2017). Some negative effects of maltreatment and abuse include increased stress levels, sleep problems, behavioral problems, decreased self-regulation skills, mental health problems, a lack of focus, and decreased self-esteem. The impact that these things can have on students' academic success are significant. They can hinder students' ability to attend to learning, actively participate, trust their teachers, and reach their full academic potential.

Additionally, maltreatment may cause sleep problems (Calhoun et al., 2019). Sleep problems resulting from child maltreatment are shown to increase the likelihood of obesity and substance abuse. Obesity may cause children to have insecurities about their bodies and face bullying or develop eating disorders that take their focus away from schoolwork. In addition to this, sleep deprivation can lead to students falling asleep in class and missing out on learning and participating in lessons. In fact, one behavioral indicator that a child is being maltreated is that they fall asleep in class (Woolfolk, 2020). Furthermore, students who have sleep problems as a result of maltreatment may have a higher risk of depression or suicide (Calhoun et al., 2019).

Draco was struggling with sleep problems in the Half-Blood Prince due the pressure that he was facing to finish repairing the vanishing cabinet by Professor Snape (Rowling, 2005). This pressure from Professor Snape to engage in illegal activities was a form of emotional maltreatment toward Draco Malfoy. Stress due to maltreatment can make students at a higher risk for suicidal ideations as well as other problems.

Behavior problems are common among children who have been maltreated. Students may display aberrant behaviors for a number of reasons. Creating distance between themselves and authority figures to avoid becoming too emotionally reliant on them is one reason students engage in undesirable behaviors (Cummings et al., 2017). Children who are maltreated may not trust adults and act out as a way to protect themselves from being hurt even more. During the Battle of Hogwarts, Crabbe, Goyle, and Draco were acting out by trying to capture Harry Potter as a way to please Voldemort (Rowling, 2007). Throughout the books, these students had been under the threat of torture if they did not follow the protocol of the Death Eater agenda. This is another form of emotional maltreatment that was delivered by corrupt Professors at Hogwarts during the year leading up to the battle. This is an example of how students who are maltreated through neglect often act out because they desire attention from adults, but are confused about how they should get it. Children with such behavioral problems may be inaccurately placed in special education when the true problem does not lie within their behavioral or cognitive abilities, but rather their abilities to attend to learning when they are under stress due to maltreatment (Woolfolk, 2020).

Another reason for behavioral problems in children who have been maltreated is a lack of self-regulation. Self regulation is how a person acts in order to achieve or avoid goals (Hall et al.,

2019). This is a key skill for students to develop to be able to attend to learning, stay seated, and engage in respectful behaviors. Harry showed impulsive behaviors frequently. One particular instance is when he cast the Cruciatus curse on Amycus Carrow (Rowling, 2007). Although he was acting in the defense of Professor McGonnagal, it was an impetuous decision that could have resulted in serious consequences. Dumbledore chose to neglect Harry Potter, Hermione, and Ron by sending them on a difficult and traumatizing mission that resulted in Hermione being tortured, Ron grievously injured, and Harry nearly killed. They lacked the adult interaction that could have supported them in their mission. Students who are maltreated through neglect may lack the parent or caregiver interactions that are essential for developing self-regulation skills (Imrisek et al., 2018). A lack of self-regulatory skills may result in the child being viewed by peers as annoying or by teachers as hyperactive or having attention problems. A lack of self-regulation skills may be another reason that students who have been maltreated are referred for special education services.

Child maltreatment has also been linked to mental health problems (Romano et al., 2015). Internalizing problems increase with maltreatment and many children who have endured it struggle with emotional problems including depression and anxiety (Wilson et al, 2012). Behavioral signs that a child may be struggling with mental health as a result of maltreatment include being withdrawn or aggressive (Woolfolk, 2020). Crabbe's act of immediately resorting to casting unforgivable curses and using fiendfyre demonstrated aggression that was possibly a sign of underlying mental health problems (Rowling, 2007). Research has demonstrated that mental health has a direct impact on students' educational outcomes (Romano, 2015).

Child maltreatment has also been linked to a decrease in focus. The reason for this is because students who are abused often spend more time thinking about how to avoid maltreatment than they think about learning when at school (Zheng et al., 2019). This was demonstrated in the Battle of Hogwarts as the students were hiding out in the room of requirement rather than attending classes (Rowling, 2007). In addition to this, factors mentioned above including sleep deprivation, mental health problems, and insecurities can cause a lack of focus amongst maltreated children. Children who do not feel safe are not able to focus in school (Sylvester, 2003, as cited in Woolfolk, 2020). This problem of lack of safety and reduced ability to attend to learning can be connected to Maslow's Hierarchy of needs. This model provides a framework of needs that a child must have met before they can focus on learning (Maslow, 1943). Also on the hierarchy, children must have esteem to learn effectively.

From a lack of focus caused by exhaustion to mental health problems and decreased self-esteem, maltreatment causes stress that can have a negative impact on students' educational outcomes.

Negative Outcomes

Self-Efficacy and Self-Esteem

Bullying by teachers in the form of discrimination, indoctrination, and maltreatment can cause issues with self-efficacy in students. According to Haraldstad (2019), the feedback that students receive and how they interpret it can have a significant impact on their self-efficacy, or the way that they think of their own abilities to either succeed or fail. Teachers, who are the main source of students' feedback hold great power over students' development of believing in themselves. When students believe that they cannot be successful in school, they may engage in

self-handicapping behaviors that further reduce their chances of success. Self-handicapping is when students who feel under constant pressure to perform and do not feel able to meet the expectations may engage in behaviors that lead to failure such as staying out late the night before a big exam or not studying (Török et al., 2018). The reason that bullying by teachers can lead to self-handicapping is because of failure-avoidance in students. When students feel that they cannot succeed because a teacher is discriminating against, maltreating, or indoctrinating them, then they may start trying to avoid failure in any possible way. The failure-avoidance perspective leads students to have a decrease in their self-esteem.

Self-efficacy is similar to self-esteem which is how people judge themselves to be able to be successful in life (Woolfolk, 2020). Bullying by teachers may lead to a decrease of self-esteem. If children have been verbally abused, then they may have lower self-esteem. This is particularly problematic because children with low self-esteem have been shown to engage in behaviors that reduce their chances of success in order to self-protect (Jones, 1978, as cited in Török et al., 2018). This was exemplified through the way Crabbe pretended to be less intelligent than he really was (Rowling, 2007). By downplaying his intelligence, he was able to excuse his failures and people were impressed when he achieved even a small amount of success. Outside of the fictional realm, some students may also try to do this; they may do things like stay out late so they have an excuse to do poorly on a big test. This way, if they do poorly then they will have an excuse, but if they do well, then they succeed despite the odds that they created (Török et al., 2018).

Poor Relationships

Teachers and administrators at Hogwarts helped to facilitate negative educational outcomes for many of the students with their constant bullying resulting in a lack of trust among the students. Trust is an essential component in promoting positive educational outcomes in students (McKinney & Berube 2018). Students often develop a lack of trust among their teachers and administrators in addition to having their self-esteem lowered when they have been bullied by them in front of their peers. For instance, Snape's constant bullying towards Harry led to his dropping out of Hogwarts which inadvertently led to alternative detrimental (and borderline criminal) outcomes among not only Harry but the remaining student body as well (Datta et al., 2017). Snape used his power as not only a professor but as head of House Slytherin and later headmaster, to further bully the students into obeying his commands. Fostering countless negative interactions among the students along with poor social relationships between both teachers and students alike.

Racism and Bigotry

Bullying by teachers can lead to racism and bigotry among students, which negatively impacts students' education. Racism can be defined as discriminatory behaviors based on race that require the perpetrators to hold a systematic advantage based on race (Jennings, 1990). Bigotry can be described as showing discriminatory behaviors, but does not require a place of systematic power (Jennings, 1990)**.** This means that minorities cannot be racist, but can display bigotry. In relation to Hogwarts, the professors taught students to discriminate against Muggles. Due to the fact that Voldermort is a half-blood wizard, his discriminatory acts against impure wizards are described as bigotry. When pureblood wizards discriminate against Muggles and half-bloods, these are acts of racism because wizards hold a place of power in the Wizarding

World. Researchers have found that teachers tend to expect less from minority students and refer those students to special education and disciplinary interventions at much larger rates than they do of white students (van den Bergh et al., 2010, as cited in Woolfolk 2020). This can relate to Hogwarts because many professors have strong, negative biases against students Muggles and impure wizards. The professors' acts of discrimination created an environment where racism was normalized. This caused students to also show racist behaviors and no one advocated for those being harmed because racism was accepted at Hogwarts.

Stress

Due to the treatment that the students of Hogwarts were subjected to on the part of Snape and the Carrow siblings, they were exposed to adverse amounts of stress. As stated by Aloia & McTigue (2019), the idea of "stress" comes from the relationship between a person's, or a student's mental response to their environment, or their school. In terms of the Hogwarts students, those who were returning students had to face the loss of their beloved Headmaster Dumbledore and come to face the reality that times as they knew it were changing with Snape being appointed Headmaster, the appointing of Alecto and Amycus Carrow as teachers, and the fact that Hogwarts as they knew it was being twisted to shape the minds of its students to bend to Voldemort's regime. Brand new students were faced with the indoctrination of disparaging Muggle-Born wizards, as well as how to use Dark Arts to take advantage of their peers. According to Pascoe et al. (2020) stress can cause adverse effects on students, be it to their health or their mental state that can affect the student's well being later in life. Research studies indicate that students who are consistently under stress due to maltreatment perceive smaller, less stressful events to be more stressful than they were to students who were not abused (Baker et

al., 2020). For example, when Harry was engaging with the Gray Lady to discover the location of the diadem, he began shouting at her and being overwhelmed by emotions of stress (Rowling, 2007). While other students may have been able to complete the task calmly, Harry had experienced more maltreatment at the hands of Voldemort than any other student had; thereby, he found less stressful tasks even more stressful than they should be.

Solution

Introduction to the Solution

As the founders of Hogwarts we have decided to take unified action to prevent the bullying of students by Hogwarts faculty. We shall do this by utilizing the Good School Toolkit as a framework for reducing school violence. This tool kit has been shown to be effective in reducing school violence (Naker, 2017, as cited in Kumar, 2017).

This tool kit focuses on four violence-reducing strategies which help educate teachers and administration to create nurturing learning environments, develop a collective vision, strengthen school governance, and implement more progressive learning methodologies. The framework would be delivered to the teachers by us, the founders, in faculty meetings at the end of the Hogwarts school day. Professional development can effectively help educators gain the skills and knowledge that they need to be good teachers (Al-Balushi & Al-Abdali, 2015). Collectively, these skills will unify Hogwarts professors and enable them to cut out violent and harmful bullying behaviors such as maltreatment, discrimination, and indoctrination.

Creating Nurturing Learning Environments

The first topic discussed in the professional development sessions will be creating a nurturing learning environment (Raising Voices: Preventing Violence Against Women and

Children, 2019). Maltreatment does not create a nurturing learning environment. Since the

faculty are struggling with maltreating students, they will be taught in this session how instead of

reacting in anger and frustration, to learn how to respond when students do not act appropriately..

In addition to this, we will provide explicit examples of how to respond since this type of

instruction can benefit many different learner preferences (Knight, 2002, as cited in Naraian,

2019). The reason that we, the founders, chose to use professional development sessions to teach

our faculty appropriate ways to respond to student behaviors is because the research supports this

means of instruction.

Developing a Collective Vision

Next, as the founders, we will lead the faculty in a professional development session on

developing a collective vision (Raising Voices: Preventing Violence Against Women and

Children, 2019). Developing a collective vision means that all school employees share the same

goals and ideas for running the school and teaching the students. A collective vision can also

include sharing the same goals as the communities that students come from (Zygmunt &

Cipollone, 2019). In many cases, educators hold beliefs that minority students and their families

are not invested in academic success and that these students do not have the capabilities to be

successful in school (Zygmunt & Cipollone, 2019). It can be uncomfortable for teachers to be

faced with problems related to race and discrimination (Shields, 2019). Oftentimes, leaders in

education will move towards creating initiatives and programs with the goal of creating a more

inclusive environment without taking efforts to look at the issues caused by beliefs, values, and

assumptions about marginalized groups. This causes those programs to fail. Shields (2019)

claims that educators' mindsets must be changed and aligned before equity initiatives can be

successful. To avoid this, educators must share a collective vision on serving minority students. In the case of racism, educators can agree to avoid being silent when they see acts of discrimination (Zygmunt & Cipollone, 2019). As the founders of the New Age of Hogwarts, we will lead the professors to participate in a training that requires them to reflect on the potential harm that minorities may be faced with if they are continuously taught that they are not as worthy as pureblood wizards. This training will also require professors to learn about the potential backgrounds of minority students in order to understand how to best serve them.

Strengthening School Governance

Our third topic according to the Good School Toolkit framework is strengthening school governance (Raising Voices: Preventing Violence Against Women and Children, 2019). School governance is the head administrator's job and involves the management of employees and the responsibility for overseeing both curriculum management and implementation (Xaba & Nhlapo, 2014). It is imperative for educators to be prepared to teach various students and that this preparation be provided by all members of school administration. As the founders of the New Age of Hogwarts, we will implement monthly administrative professional development opportunities that help administrators better understand how to support their faculty members. These ways of preparation are also meant to be unconventional to avoid the limitations of traditional methods. If faculty members have more governance, supervision, and regulation, then they will be more apt to maintain appropriate teacher-student relationships which in return will eliminate teacher initiated bullying behaviors such as discrimination, indoctrination, and maltreatment. Giving faculty members the opportunity to support one another on this level, will allow for students to model the same behavior and in return create a stable and unified positive

learning environment (O'Brennan et al., 2014). By creating this type of environment students and faculty alike will foster a "connectedness" among not only the faculty and administrators, but the students, furthermore assisting in completely deterring bullying tendencies.

<div align="center">**Implementing Progressive Learning Methodologies**</div>

Finally, we as the founders will teach the faculty how to implement progressice learning methodologies (Raising Voices: Preventing Violence Against Women and Children, 2019). The importance of a teacher who knows what they are doing is paramount in educating the youth of society, a teacher who is not teaching a topic that they fully understand, that they are not prepared to teach is at risk for indoctrinating their students, as a half truth or an incorrectly cited source at its simplest state is indoctrination (Hocutt, 2005). In order to alleviate this problem, it would be necessary to employ only the best expert teachers who base their teaching purely on fact. Woolfolk (2020) states that "Expert Teachers" are considered to be effective in their teaching process and their expertise on the content that they are teaching, they are aware of what is true and what is false, and they are able to educate their students through use of knowledge and practices on how to teach students based on their differences from the teacher and their fellow peers- in other words, Pedagogical Content Knowledge. In terms of how this can be applied to the New Age Hogwarts, it would be up to us as founders to ensure that the teachers that were hired to educate the students would be the utmost experts in their fields, teaching only what is grounded in fact and not their personal beliefs, as that was the issue with the Carrow siblings once they began their tenure.

Often there has been the debate within education to either decide on how best a teacher should teach their students, be it they need to teach the students on how best to prepare them for

the future, or to follow the guidelines that have been set and must be followed time and time again (Boote, 2005). This doesn't need to be the case, however. By implementing a teaching method that is progressive with the ever-changing times, a teacher is able to adapt to their subject area as it may change with new research or discoveries in their specific field. Lai and Savage (2013) cite principles as to what can be considered good teaching, and they bring up points such as how teachers encourage their students to pursue active learning, and how the teachers themselves should understand and respect the diversity that comes with the students and their ways of learning.

Conclusion

Bullying by teachers against students in the forms of discrimination, indoctrination, and maltreatment can have a negative educational outcome as it did for students such as Hermione, Harry, Draco, and others. These negative outcomes may take the form of a lack of self-esteem, racist beliefs, discrimination, and stress in students. To reform the faculty of Hogwarts, as the founders of the New Age, we proposed using the Good School Toolkit to implement a series of professional development courses that would help teachers learn how to create nurturing learning environments and implement progressive learning methodologies as well as help administrators learn how to support their faculty members by creating a shared vision and increasing school governance. Once this series is implemented, we are confident that the result will be a decrease in the amount of bullying by Hogwarts teachers against our students.

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