

A FACTIOUS ANALOGOUS ANALYSIS OF NO CHILD LEFT BEHIND THROUGH THE LENS OF *HARRY POTTER AND THE ORDER OF THE PHOENIX*

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This reflective work may be perceived as irreverent, given the nature of our times and the mandates of *No Child Left Behind* (2002), yet its intention is to be merely reflective and not irreverent. Our intentions were to use the book *Harry Potter and the Order of the Phoenix* (Rowling, 2003) as an analogy with which to analyze the current state of education in the U.S.A. and the implementation and implications of *No Child Left Behind* (NCLB). What we discovered was a tantalizing conversation that revealed, irreverently but intriguingly, the magic of Harry Potter's Hogwarts School of Wizardry and Witchcraft, and the mysteries of NCLB. We used the contexts of Hogwarts and current trends in public education to analyze curriculum and instruction as it is portrayed in schools working to meet accountability structures, structures necessary to work with at-risk (and resilient) youth, and how the culture of supervision is enacted in situations that are not connected to authentic instruction for student understanding (Newmann, Secada, & Wehlage, 1995).

"I'll tell you what it means," said Hermione through gritted teeth. "It means the Ministry's interfering at Hogwarts."

Upon reflection, words from the mystical, magical world of *Harry Potter and the Order of the Phoenix* (Rowling, 2003) ring a little too true in the realm of American public education with federal legislation, *No Child Left Behind* (2002), mandating accountability structures for K-12 students and teachers. The reauthorization of the 1965 *Elementary and Secondary Education Act* in 2001 brought unprecedented federal legislation into public schooling; a domain typically presided over with state control. This parallel found in American education and *Harry Potter* is not the only similarity. Through an analogous and analytical discussion, we will extend and describe uncanny likenesses identified in current school reform efforts and *The Order of the Phoenix*.

Currently, public school teachers view their professional work environments as changing due to the influences of multiple standardized assessments with varying levels of accountability attached to each (Pedulla, 2003). Scholarly literature

contains multiple warnings of the dangers of standardized testing as a means for accountability in education (see, for example, Chudowsky & Pellegrino, 2003; Yen & Henderson, 2002; Miller, 2001; Holloway, 2001; Kohn 1999). Although a review of literature on standards-based reform and standardized testing in K-12 American education highlights both positive and negative aspects of such a framework for an accountability system (as legislated in NCLB), a majority of studies highlight "the single greatest criticism of high-stakes tests is that they inevitably lead to teaching to the test" (Gordon & Reese, 1997, p. 346). Likewise, this trend toward "teaching to the test" emphasizes the need to focus *only* on content that is tested. Hence, curriculum becomes increasingly narrowed in classrooms, including that which emphasizes higher-order thinking skills (Pedulla, 2003; Amrein & Berliner, 2002; Birkmire, 1993; Darling-Hammond, 1991; Madaus, 1988).

On the other hand, proponents of standards-based reform and testing stress the importance of an accountability system in education. Cizek (2001) highlights positive consequences of high stakes testing, including improvement upon

the quality and focus of professional development for educators; an awareness of the needs of *all* students; an increase in the numbers of assessment literate teachers; an increase in data-driven decision-making; and an increase in the quality of tests. Decisions about standardized testing and accountability in education are not new, and educators may look into the history of a few states to see the positive and negative reporting of testing on students and teachers. For example, then Governor George W. Bush led Texas through a Texas Assessment of Academic Skills (TAAS) system, which promoted the phenomenon of rising test scores and success for all (McNeil, 2000). Other researchers noted underlying negative consequences of the TAAS system: “The Mexican American Legal Defense and Education fund presented strong evidence that the test was encouraging minorities to drop out” (Pipho, 2000, p. 645).

The conflict and divisiveness over TAAS, and currently concerning implementation of *No Child Left Behind* in America’s schools, is not unlike the two camps in *The Order of the Phoenix*: the Ministry of Education and the “Order” (resistors to standardization)? Undoubtedly, NCLB implementation is more complex than even containing just two sides, proponents and opponents. Likewise, the plot at Hogwarts School unfolds in a complex analogy to school reform in the United States and standardized testing environments. What may we as educators learn from analyzing such an analogy?

This article develops and extends the analogy found between NCLB/U.S. school reform and *The Order of the Phoenix*. It presents an analysis of curriculum and instruction as it is portrayed in *Harry Potter* and in public schools working to meet accountability structures mandated through NCLB. Promoted as a strategy geared toward pulling “at-risk youth,” those students who would typically score low on standardized assessments, up to their assumed potential, NCLB may be forcing the issue of success for all without considering (or without creating structures for) the important ingredients of working with at-risk students toward school success. It is for this reason that the parallel between Harry Potter and at-risk and resilient

youth is examined here. Finally, the culture of supervision at Hogwarts and how it may be in line with NCLB policy but disconnected to authentic instruction for student understanding (Newmann, Secada, and Wehlage, 1995) is articulated. Hogwarts’ turn toward standardization and “hard data” for evaluation of progress is used as a tool for defining the importance of what may be missing in both Hogwarts and the American education system within the culture of No Child Left Behind – authenticity.

ALL BOOKS, NO WANDS: AN EXAMINATION OF CURRICULUM AND INSTRUCTION

“Wands away and quills out, please’. Many of the class exchanged gloomy looks; the order ‘wands away’ had never yet been followed by a lesson they had found interesting” (Rowling, 2003, p. 239).

In the *Order of the Phoenix*, Rowling (2003) explores the now familiar arena of high stakes testing and the role educators play in preparing students for these tests. America has entered into a time of research-based curriculum and a uniform achievement of standards, which has left us with an ever-narrowing view of excellence in instruction. We find ourselves, along with Harry and his band of confidants, pining for the days when we could perform the magic we had learned the theory behind. In the area of reading, for example, with the implementation of new standardized reading assessments, elementary school students can now list the genre of literature, read 120 words in a minute, identify synonyms and antonyms, and spell *metamorphosis*...but can they perform the ultimate in magic...can they actually read (Newmann, Bryk, & Nagaoka, 2001)? Likewise, Harry and his friends at Hogwarts find themselves discouraged by classroom instruction. When students are asked simply to memorize by rote or read without applying the information, their pursuit of learning for learning’s sake has been pushed aside. Often someone who believes that it is only through passing a standardized test that one can be declared successful is doing the pushing.

Technicism Versus Constructivism

Throughout the *Order of the Phoenix*, Professor Umbridge typifies the technician. Umbridge as technician can be found in the introduction for the students' course, 'Defense against the Dark Arts,' when she laments the poor instruction the students have received in the past and outlines her plan for improvement:

The constant changing of teachers, many of whom do not seem to have followed any Ministry-approved curriculum, has unfortunately resulted in your being far below the standard we would expect to see in your O.W.L. [Ordinary Wizardry Level exams] year... We will be following a carefully structured, theory-centered, Ministry-approved course of defensive magic this year (Rowling, 2003, p. 239).

Professor Umbridge goes on to list the three goals for the class. These are:

- 1) Understanding the principles underlying defensive magic.
- 2) Learning to recognize situations in which defensive magic can legally be used.
- 3) Placing defensive magic in a context for practical use (Rowling, 2003, p. 240).

When Hermione points out that none of the goals cover the possibility of actually *using* defensive spells, Professor Umbridge responds that there would be no situation in her classroom during which she would need to use a defensive spell. Hermione counters with the question, "Surely the whole point of Defense Against the Dark Arts is to practice defensive spells (Rowling, 2003, p. 242)?" Umbridge disagrees, suggesting that the whole point of Defense Against the Dark Arts is to pass the O.W.L. "Now, it is the view of the Ministry that a theoretical knowledge will be more than sufficient to get you through your examination, which, after all, is what school is all about" (Rowling, 2003, p. 243).

Hermione clearly advocates an active, constructivist pedagogical approach to learning (Brooks & Brooks, 1999). The theory of constructivism encourages educators to focus on making connections between facts and fostering new understanding in students. Hermione is aware of her need for practice in the skills encompassed under

the Defense Against the Dark Arts umbrella and is stifled by the presentation of theory at the exclusion of practice. In contrast to Umbridge, a constructivist educator would tailor the teaching strategies employed to student responses and encourage students to analyze, interpret, and predict information (Brooks & Brooks, 1999). The symbolism of putting the wands away not only demonstrates the need for Umbridge to control the environment, but also the removal of useful tools (wands) for practical application. With wands students would be allowed to experiment with their own abilities and to construct their own cognitive knowledge of witchcraft. "Meaningful learning is experiential; hands-on and minds-on; and heavily imbued with critical reasoning. Authentic assessment involves observing students 'doing' experiences in meaningful contexts..." (Burley & Price, 2003, p.194).

Many professors at Hogwarts embrace a curriculum that is constructivist and empowers students through practice. In fact, with one exception, a history of magic teacher who drones everyone to sleep, all the teachers at Hogwarts use constructivist techniques: Snape teaches 'Potions' (chemistry) by handing out recipes and supervising lab work; Hagrid teaches 'Care of Magical Creatures' (biology) as animal husbandry; and Trelawney, the 'Divination' (psychology) teacher encourages crystal gazing and the interpretation of dreams; classes are student-centered and project based (Margolis, 2004, p. 2). Why is Umbridge's approach to instruction different? Perhaps it has something to do with the reform efforts at Hogwarts.

Potter and Current Educational Reform Movements

Professor Umbridge states that her ultimate goal is to get the students through the examination, which is, after all, what school is all about in her estimation. It is an unfortunate fact that this has also become the goal of many educators in America (Grobe & McCall, 2004). American educators face the double challenge of educating students well and preparing the students to pass the state-mandated tests in order to meet NCLB accountability mandates. Unfortunately, the first chal-

lenge often is forgotten in the face of the second challenge, which has high stakes attached to it and is far more publicized in the American media. Many school leaders report that some schools are engaging in poor pedagogical practices, including “teaching to the test” (Elmore, 2002). Although teaching to the test is not necessarily inappropriate if the test is designed to measure what is being taught, often the taught and tested curricula do not match (Tyler, 1949). Problems arise when the test becomes the principal driver of curricula.

Rowling’s commentary on educational reform places Umbridge in the role of the “High Inquisitor” who is commissioned to explore the reasons behind the falling standards at Hogwarts. Through a series of “educational decrees,” Umbridge disempowers the teachers and effectively centralizes authority. She uses humiliation, fear and punishment as motivators (Margolis, 2004). At a time when the national government in America has assumed the role of central authority in education (through No Child Left Behind legislation), Rowling’s depiction of educational reform at Hogwarts offers a chilling reflection. In this text-to-world connection (Zimmerman & Keene, 1997), we are offered a glimpse, perhaps a vision, of the future of American education if we are to continue down this path.

HARRY POTTER: A YOUTH “AT-RISK,” A MODEL OF RESILIENCE

Harry Potter is virtually a walking definition of an “at-risk” youth from a dysfunctional family. Orphaned in infancy and placed in the care of the Dursleys, a physically and verbally abusive aunt and uncle; he was routinely locked in his room (a cupboard beneath the stairs) and given no food for days if he “misbehaved;” forced to do family chores and serve his adoptive family; forced to wear hand-me-down clothing from his obese cousin; called names, bullied, ridiculed, not only by peers, but by his family; and, finally, discovered he had a god-father who was in prison, who then escaped and became part of his life, and ultimately, was killed, leaving Harry again without family.

Defining “At-Risk”

So what does it mean to be a youth “at-risk”?

What are students at risk for? And, what factors lay at the source for “at-risk”-ness? Students are identified as being “at-risk” if any or all of the various factors are present in their lives; limited English proficiency, poverty, race, geographic location, or economic disadvantage (U.S. Department of Education, 2002). Alienation and isolation, as well, are factors that have been further determined to be involved with students becoming “at-risk” (Raywid, 2001, Hardy, 1999, Capps & Maxwell, 1999). And finally, family dysfunction and sudden life-change issues (such as a death of a parent) are also seen as factors that contribute in students becoming at-risk of failure in school (Phillips, 1993, 2002; Bempechat, 1998; Kottler, 2002; Shargel & Smink, 2001). Harry’s role in the *Order of the Phoenix* as well as the descriptions of the circumstances of his life, signify that he is a student “at-risk” for failure in the educational system in which he participates, yet he continues to succeed. Why?

Governmental Incursions

If the circumstances of Hogwarts can be seen as a mirror for governmental incursions found in today’s educational system in the U.S., then those in both governments would suggest the reason for Harry’s success despite his “at-risk” stature is related to the recent reforms made to the systems of education. In other words, Harry’s success and retention at Hogwarts is directly related to the mandates of Hogwarts’ High Inquisitor; gains in scores of ‘at-risk’ populations on standardized assessments are connected to federal mandates.

Both at Hogwarts and in U.S. schools, *all* students are required to demonstrate competence through their performances on standardized exams legitimized by the government. In the U.S., these scores are associated with reviews of the adequate yearly progress schools undertake to ensure they are affording educational opportunities to all students. Likewise, all students at Hogwarts must pass O.W.L. exams to attain and demonstrate certain levels of mastery. In both instances, the circumstances that brought students to school or those they encounter while at school do not serve to release them from examination. Do these measures truly promote success for “at-risk” students?

Shaping Success for At-Risk Students

Knowing where students come from, their life experiences and background provides the first front for determining what opportunities students may need to be successful in schools (Perrone, 1998, Baker, 1999; Frank, 2001). Institutions within a community affect at-risk children; schools, families, churches, social service agencies all work together to form a bigger picture of social structures available for ‘at-risk’ youth (Croninger and Lee, 2001; Rauner, 2000). Teachers, as part of this network, have an obligation to know and understand their student’s environment (Barr & Parrett, 2001, 2003; Shargel & Smink, 2001).

Haycock (1998) suggests that highly effective teachers make a huge difference in the lives of all students, but especially those who live in poverty and who are ‘at-risk’ for failing. In fact, many low socio-economic level schools have overcome the debilitating effects of poverty and have created opportunities for students so that they are able to perform well on standardized measures of achievement (The Education Trust, 1999). Additionally, Nettles, Mecherah, and Jones (2000) suggest that caring parents and adults with high expectations for learning and who are involved in their child’s schooling contribute to a child’s resilience.

Harry finds such support and much-needed structure in his immediate association and involvement in Gryffindor’s quidditch team, the close relationships he forms with friends at school (i.e., Ron and Hermione) and those he finds in teachers and other adults (i.e., Professor Lupin and Sirius Black). It is through these relationships that he experiences success in overcoming obstacles (e.g., defeating Lord Voldemort), learns what it means to be a wizard (e.g., Hermione’s knowledge base of spells and potions), and self-reliance (e.g., conjuring a Patronus). Harry encounters a developing sense of family in interactions with adults like Hagrid, Black and Lupin. These individuals become part of his extended family and all have connections to Hogwarts. After the death of Sirius and Harry’s loss of his last remaining connection to his mother and father, Lupin, Tonks, and Mad Eye Moody meet Harry at the train station as the school year ended to ensure that he was emotionally secure and to offer support as he went back to the

Dursley’s for the summer. In this way the school environment and his ‘extended family’—The Order of the Phoenix—has and continues to buffer the effects of the adverse conditions of his life (Rauner, 2000).

What it all means: Success for “At-risk” Youth

Students benefit from interactions with teachers and are consequently more apt to graduate (Croninger & Lee, 2001). Those students who benefit the *most* from these interactions are the students considered to be the *most at-risk* for dropping out. Additionally, the research suggests that there is a higher likelihood that children will complete school if they have healthy attachments to others, including peers, teachers, and the schools themselves (Christenson, Sinclair, Lehr, & Godber, 2001; Conrath, 2001; Barr & Parrett, 2001, 2003). For Harry Potter and his peers, personal connections with several of their professors are formed. Harry’s relationships with Dumbledore, Hagrid, Professor McGonagall and others continue to develop and deepen through his years at Hogwarts. Additionally, the organizational structure of the school in which each student belongs to a house (e.g., Gryffindor House) creates a surrogate family. Hogwarts students feel safe, secure, and loved; they have created personal connections and are in a place where some adult knows their hopes, dreams, and fears (Capps & Maxwell, 1999; Ladson-Billings, 1994; Conrath 1998, 1999). Similarly, the best schools and teachers in America know and understand that they must connect with students. Caring and compassionate teachers can turn students’ lives around (Ladson-Billings, 1994; Black, 1999; Barr & Parrett, 2001, 2003; Pianta & Walsh, 1996; Wang & Reynolds, 1995). In order for NCLB legislation to truly leave no child behind, educators must become more aware of how to work with “at-risk” students and be less concerned with simply raising test scores.

THE CULTURE OF THE SUPERVISION OF INSTRUCTION

Professional Development

No Child Left Behind (2001) includes language to aid local educational agencies in provid-

ing high quality professional development for teachers, principals, and other service providers in school settings (Title I, Section 1112). This principle when applied to Hogwarts School, finds the principal, Albus Dumbledore, assuming all responsibility for programs, hiring of teachers, establishing policy, and dealing with parents with no apparent formal professional development program or other options for the staff at the school. For Dumbledore, the criteria for 'high quality' appear to be highly subjective, and under NCLB legislation he would very likely be in non-compliance.

Traditionally, supervision of instruction has been and continues to be carried out by administrative personnel, including training in evaluating teacher performance and in making suggestions for improvement of instruction. These supervisory visits, combined with teacher inservices, continuing education, professional reading, mentoring, and other professional development options typically round out the professional development program. Given the lack of evidence of formal professional development programs for the Hogwarts' teachers, let us assume that there are none, and that Dumbledore takes an "Enlightened Eye" (Eisner, 1991) approach to teacher supervision. Dumbledore's expertise as an evaluator and predictor of good teaching practice is completely anecdotal and qualitative. He would have a difficult time supplying sound statistical data to back up his renewing of contracts for several of his teachers based on teacher evaluations, adequate yearly progress notwithstanding.

Supervision of Instruction

Lucius Malfoy, a highly influential member of Hogwarts' board, wields tremendous command over the Ministry (federal level control) in which a return to pureblood wizardry is emphasized along with a perception of higher standards driven by hard data and the ultimate deposing of Dumbledore. This influence resulted in the creation of a new position, the High Inquisitor, whose job it was to oversee the implementation of standards, including supervision of instruction. Professor Umbridge, in this role, is positioned in the school to evaluate, legislate, and execute appropriate educational policy and practice at the local

educational agency level. Clipboard in hand, she proceeds from classroom to classroom (always giving advance warning of the supervisory visit), collecting data from multiple perspectives (her own, as well as the teacher's, and the students). She takes time to reflect on data and prepare a report for the teacher, with copies to the principal and the Ministry. The focus is on effective instruction and student outcomes. All children must pass their O.W.L.s (end of course exams), and no child shall be left without a good education, ergo, a good prospect for an occupation, upon graduation. She would meet the requirements of NCLB extraordinarily well (Title II, Part E, Section 1501, (Evaluation), a, 2, K). What more could be desired from an educational context and with a culture of learners?

Authenticity

Dolores Umbridge is the consummate practitioner, a concrete sequential, perfectionist, placed by higher level administration, to implement an immaculately conceived program of school improvement, in a school run by an old school, self-made expert (Order of Merlin, First Class). What she lacks is authentic character. She fails to understand the authentic culture crucial to the construction of deep understanding and high level of transfer (e.g., the "no wands" rule). Harry and other interested students must create an 'underground club' in order to practice Defense Against the Dark Arts rather than simply read about it. The students are aware of the focus on direct instruction and the importance of passing the test. However, they want more; more authentic tasks, more than chapter-by-chapter lessons, more than authoritarian control in the classroom, more than this brand of schooling—they want to learn. Students who really want to learn and teachers who presumably hope for authentic instruction benefit from a redefinition of supervision -- one in which supervision is a moral action (Sergiovanni & Starratt, 2002). Perhaps Dumbledore practices this authentic supervision as growth rather than evaluation but the Ministry, not unlike federal government, needs more hard data and standardized results.

Culture

What kind of culture has Professor Umbridge established under the new policies?

High standards. Curriculum alignment. Standardized testing. High quality instruction. No nonsense policies for extracurricular activities (all clubs and student organizations must be disbanded and application made to the High Inquisitor for permission to reinstate the old club or organization, or for establishing a new one). Quality control. Research-based, data driven decision-making. All justifiable and necessary components for a school improvement plan. Yet, there is unrest amongst the staff and negative repercussions among the students. All of the new policies at Hogwarts are directed at students for their own long-term good. In such a culture of hard data, it is deemed necessary that high quality programs require a bit of pruning of the dead wood, ineffective practices, invalid measures, and protocols based solely on tradition. Those teachers who cannot demonstrate proficiency need to be let go; the same is true for administrators who cannot demonstrate effective, data-based decision-making. The quest for hard data and research-based decision-making overlooks the realm of reflective supervision (Garman, 1982) or even collaborative professional development (Cochran-Smith, 2004; Clark, 2001).

Implications

Just as a school has a culture - whether academic, athletic, or musical - supervision of instruction has a culture. That culture can be described as having a place on a continuum that ranges from authoritarian to permissive, with collaborative in between. Professor Umbridge carried out the letter of the law (decreed to her from Fudge at the Ministry), but she missed some important data that indicated the need for cultural sensitivity in dealing with both students and staff. Dumbledore sensed teacher's quality of instruction, and even more importantly, the quality of connectedness between student and teacher. That sensitivity was present under Dumbledore and became obvious by its absence under Umbridge.

The implications for present day supervision are intriguing:

- Supervision of curriculum, instruction, and assessment stripped of cultural variables is educational homicide for students.
- Learning is different from achievement. Supervision of teachers should focus on student

learning as the most important outcome, not just student achievement as based on standardized exams.

- School leaders have a major role to play in establishing the culture of supervision (the culture of constantly learning more about teaching) in a school.
- Culture, learning, and teaching are complex constructs that interact in multifaceted ways.

Likewise, the conclusions we may draw from this analogy could lead to reflection in the push for school reform. Therefore, they are in question form:

- Can we learn from the history of the standards movement in U.S. education?
- How can supervision of instruction become more than evaluation of teaching?

CONCLUSION

As we engage in a reflective analysis of our factious analogy of trends in U.S. educational reform (NCLB) and the *Order of the Phoenix* (Hogwarts School of Wizardry and Witchcraft), we hope that readers engage in further reflection to gain insight into the standards (and standardized testing) movement and authentic teaching and learning. Indeed, Harry, Hermione, Ron and company prove to be more interested in authentic learning and practical applications of witchcraft and wizardry than in the memorization of facts to pass their O.W.L.s. Of course, they do understand the importance of these exams in the structure of their culture of school and life after graduation. How may children in U.S. schools learn to seek their own authentic experiences with, for example, reading, as opposed to the direct standardized methods of reading instruction and assessment geared toward passing exams that are currently so prevalent in elementary schools? What may we learn from a reflective analysis of "all books, no wands"?

Additionally, how do we provide support while at the same time provide opportunities for school success in an ever-increasing climate of accountability? And, perhaps even more importantly, how may we dismantle the power discourses evident in U.S. schools, federal legislation, and those evident in our analysis of Hogwarts? Who is im-

pacted most immediately by these power discourses? When scores on standardized tests connected to NCLB are disaggregated students who are categorized as ethnic minorities, learning minorities or financial minorities tend to score lower (Thernstrom & Thernstrom, 2003) than those students participating in a dominant, hegemonic culture (Apple, 1979). With careful thought about issues pertaining to power and authority, educators may recognize de-legitimized students in public education.

Finally, a key to any school reform initiative is the supervision of instruction that coexists with it. Clearly focused instructional supervision (like that of Professor Umbridge) can connect to and support the standards or back-to-basics movements in education. But, what is left behind when all supervision is focused on hard data and number crunching? Is it ever possible that students need more than textbooks and standardized assessments to gauge progress in the quest to graduate from school? How can we as educators fulfill *each* child's needs *and* raise test scores to ensure every child is learning at appropriate rates and levels?

Certainly, our reflective analysis leads to some caution for educators implementing NCLB policies in their classrooms and schools. However, we understand that across the United States, there are several different implementations for standardized assessment and accountability. Therefore, once again, we maintain that this reflective text is not an all-out attack on NCLB or the standards movement. Yet, we cannot help but wonder what the long-term effects of adequate yearly progress requirements and the changing nature of instruction may be. There is no doubt that the American education system needs to be changed. There is no excuse for relegating any student to a classroom where he or she may not be challenged to reach his or her highest potential. Educators should be held accountable at all levels for creating environments in which every child is encouraged to learn and grow. The implementation of such a system is where we call for deeper reflection and analysis. It is possible for educators to stand up within their classrooms and resist accountability systems when they know those systems are not best for their students. Educators may collaborate in inquiry com-

munities where they may recognize their collective agency toward educational reform and authenticity. When educators view part of their roles and responsibilities as coming out into public spaces and asserting their voices in democratic public participation, an informed public may create a new language of hope, political action, and possibility (Giroux, 2001) in which students are learning and teachers are held accountable for authentic instruction. A culture of possibility for public schools may exist when no child is left to be dominated and subordinated by an accountability system that denies demons, like Lord Voldemort and the Death Eaters, even exist.

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