

Examining the Impact of Anti-DEI Measures on Culturally Responsive Leadership in Education

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Abstract

This research article will examine how anti-DEI policies limit the capacity of African-American school leaders to employ culturally responsive leadership, hence diminishing the effectiveness of diverse student populations. The study will involve highlighting certain initiatives and policies related to specific legislation. The examination will focus on the effects of legislative provisions that hinder educators from comprehending how multiple cultural viewpoints and experiences provide unique ideas, hence influencing students from various minority backgrounds. Specifically, how these indicators impact students from cultural and racial groups that are significantly underrepresented in various educational environments. This analysis will investigate the correlation between a policy prohibiting DEI practices and the reduced capacity to secure additional funding for diverse programs and initiatives, focusing on the subsequent impacts on resource allocation for students from varied backgrounds in educational institutions. Concrete advice will be presented to explain the impact that the avoidance of culturally competent activities by school leaders, due to legislative limits, has had in their specific schools. The effects of these laws on fostering a responsive leadership attitude among school leaders will also be explored to enhance knowledge of the influence of legislative actions, especially expectations for the future.

Index Terms

Anti-DEI Efforts. Culturally Responsive Leadership, Culturally Responsive Pedagogy, Equity Initiatives