
On the Ethical Management of Schools

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Abstract: The school management ethics, is basic hope of an administration behaviour of the administrators of school at all levels of modern society. The core is school administrators have to be ethical leadership—— the foundation of leader's authority, it will strengthen the construction of school management ethics, and solve a great deal of ethics problems in the management practice of the school at present. In order to realize the school management ethics, the school administrators must set to work on the basis of "what is good (moral duty)" and "what is effective (management duty)", establish the management idea of people first, thus realize the harmonious, lasting, healthy development of the school with virtue.

Keyword: management;ethics;the school management ethics;moral;ethical leadership

1.Ethical school management is a necessity in modern society

The current social problems, big or small, are all due to ethical collapse, education reform, quality, and management failures, namely ethical crisis and management crisis. Therefore, any social problem can be understood and understood from the perspective of management and ethics. Now, we are facing a problem of strengthening professional management while weakening general management in terms of management; Strengthening general ethics while weakening professional ethics in terms of ethics.

The so-called general management refers to the general norms and standards that are common in any industry. The so-called professional management refers to the development of each industry group from professional organizations, with specific goals and professional management, such as education management and enterprise management.

The so-called general ethics refers to traditional ethics. The so-called professional ethics refer to the school management ethics similar to that of school administrators (whether educational administrators and teachers are responsible to themselves or society, whether they build a virtuous school, etc.), the corporate ethics of entrepreneurs, the ethics of doctors or lawyers, judges, administrators, etc.

There are many ethical issues in current school management practices: the values of the school as a professional learning community are lost; The goals, organizational structure, management methods, and systems of school education and management overly emphasize the material based management approach, while neglecting the people-oriented management approach; The widespread occurrence of moral misconduct among school administrators and educators.

Ethics is internal management, self-management is ethics, and ethics is about individual management; Management is an external ethics, a common principle and universal norm that everyone must follow. Management is the external manifestation of mass ethics.

Ethics and management are complementary but cannot be confused. Ethics cannot represent management, nor can management replace ethics.

For ethical issues in school management, issues that cannot be solved by management are resolved through ethical means. Issues that cannot be solved by ethical means are resolved through management. When management and ethics cannot be resolved separately, they are combined to solve them.

2.Ethical school management requires managers to become "moral leaders"

Everyone must have ethics, and ethics must have reason. "Ethics" refers to the psychology within individuals, and "ethics" refers to the manifestation of reason in ethics. Similarly, everyone must have the Tao, and if there is the Tao, there must be virtue. "Morality" refers to the virtue that reveals the Tao in human nature, and obtaining virtue from the Tao is called "morality". "Ethics" and "morality" were originally consistent in their meanings. Morality and values play a crucial role in building a manager's mental picture and determining leadership practices.

If a value system simply replaces the traditional value system or the established authoritative foundation is directly replaced by a new one, then people's accustomed leadership practices cannot be expanded. It is precisely the expanded leadership practice theory that can provide new checks and balances for the entire value system and authoritative foundation. We refer to this expanded foundation as the moral dimension of leadership.

School management and ethical school management are practices in which moral dimensions exist in any action taken during the practice process. Focusing on the moral dimension requires us to re-understand the concept of "leadership", and managers need to push forward the value system of management theory and leadership practice, which will inevitably lead to a new type of leadership: governing with morality. The new type of leadership can view the school as a platform or community for the development of all teachers and students together. It does not rely solely on the concept of dedication or service consciousness to manage the school, nor even on simple promises to maintain the school. Instead, it relies on the power of morality to influence all teachers and students in the school, thus achieving ethical school management.

To make school management ethical, becoming a "moral leader" for school administrators is the core of school improvement and the foundation of leadership authority.

When discussing school management, managers need to grasp implicit and invisible relationships in order to achieve visible management goals. Whether it is teaching, personnel, finance, etc., they must be planned, organized, and implemented on the basis of human nature and interpersonal relationships in order to play a role. In fact, both "management" and "ethics" have their own invisible and visible parts that belong to management and ethics. Management must first constrain itself, which is "managing oneself". To manage others, one must first manage oneself well. This is crucial for managers, and it is also the key source of authority for ethical leadership.

Educational management not only has a moral dimension, but also has its own ontological position, technical level, humanistic perspective, etc. However, the moral dimension is indispensable. In today's world, research on the moral dimension is particularly worthy of attention, because in the tide of market economy, maintaining the healthy development of education cannot be separated from modern educational management under moral requirements.

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Reflection on Strengthening Discipline Inspection and Supervision

Work in

Universities under the New Situation

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Abstract: Based on the current severe and complex anti-corruption situation in universities, this article further strengthens the education of party conduct and integrity, and improves the ability of party members and cadres to resist corruption and prevent change; Further strengthen and improve the supervision and restraint mechanism to promote the construction of a clean government; Further increase the intensity of case investigation and fully fulfill the responsibilities of disciplinary accountability; Further strengthening self construction, serving the overall situation of school reform and development, and discussing the specific connotations of strengthening supervision, strict discipline enforcement, and serious accountability, combined with the nature of their own work, explored and studied the strengthening of disciplinary inspection and supervision work in universities under the new situation.

Keywords: Supervision, Discipline Enforcement, Accountability, University Discipline Inspection and Supervision

1. Further strengthen education on Party conduct and clean governance, and improve the ability of Party members and cadres to resist corruption and prevent change

Since the 18th National Congress of the Communist Party of China, with the continuous changes and development of the anti-corruption situation, the discipline inspection commissions of universities have taken integrity education as a prerequisite and fundamental work for promoting the construction of party conduct and integrity in accordance with the relevant requirements of the Central Commission for Discipline Inspection's "three transformations". They have further strengthened the education of party conduct and integrity, and effectively improved the ability of party members and cadres to resist corruption and prevent change. Firstly, organize party members and cadres to study and implement the spirit of the 18th National Congress, systematically study and accurately grasp its essence, deeply understand its basic theoretical viewpoints, and use them to guide work; The second is to regularly hold party spirit and conduct education activities with the construction of party conduct and clean government as the main content, combined with the development of the party's mass line education activities, widely and deeply carry out education on the party's purpose and fine traditions, guide party members and cadres to establish correct worldviews, outlooks on life and values, consciously resist the erosion of decadent moral ideas, and achieve self-respect, self reflection, self warning, and self motivation; Thirdly, we must conscientiously implement the eight point regulations of the central government, carry out education on hard work, diligence, and integrity, and require Party members and leading cadres to truly oppose the "four winds", listen to the voices of the masses, care about their suffering, and actively do good deeds and practical things for the masses through hard work, diligence, and integrity education; The fourth is to focus on the study and training of party discipline and other laws and regulations, so that the vast number of party members and cadres can understand the law and discipline, consciously abide by the law, and uphold the laws and