

CITATION FOR PROFESSOR MICHAEL FULLAN, OC
DOCTOR OF EDUCATION, honoris causa

Mr Chairman,

It is my honour to present Professor Michael Fullan for the award of the degree of Doctor of Education, honoris causa . Professor Fullan is a worldwide authority on education reform, with an objective of helping to achieve the moral purpose of all children learning. An innovative thinker highly sought after by institutions, publishers and international think-tanks alike, he advises policymakers and leaders around the world on educational change.

Professor Fullan is also a prolific writer, with a number of award-winning titles and numerous bestsellers, many of which have been translated into several languages. Throughout a distinguished career of more than four decades, including two and a half spent as a leading educator with worldwide influence, he has made enormous contributions to the advancement of education.

Currently Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto (OISE, UT), Professor Fullan served from 1988 to 2003 as the Dean of the Faculty of Education at the University, and then OISE, UT when the two institutions merged, where he played a leading role in a number of major organisational transformations.

In his capacity as Special Advisor to Dalton McGuinty, then Premier of Ontario, Canada and the Minister of Education in Ontario from 2003 to 2013, Professor Fullan drove and facilitated the system-wide transformation of the Ontario education system. As a result, the overall performance of the almost 5,000 schools in the province has improved dramatically in most key areas since 2003. According to independent expert assessment and international measures, Ontario is now recognised as one of the best school systems, often compared with outstanding systems around the globe, including those of Finland, Singapore and South Korea.

For his significant contributions to education, Professor Fullan has received Honorary Doctorates from Duquesne University in the US, the University of Edinburgh, Newman University College and the University of Leicester in the UK and Nipissing University in Canada. In 2012, he received the Order of Canada, one of the country's highest civilian honours.

Born in Toronto, Ontario, Professor Fullan was, according to his biography, “the eldest of seven hockey-playing boys, and turned in his skates for books at the age of 18, and slowly worked his way into academia.” He completed his PhD in Sociology at the University of Toronto in 1969. He is the father of

five children all of whom went through the public education system in Ontario. He and his wife Wendy live in Toronto.

Today, Professor Fullan is engaged in training, consulting and evaluating change projects for a wide range of organisations, from global management consulting firms such as McKinsey to governmental units such as the Department of Education and Early Childhood Development in Australia, and the government and many districts in California, USA, in addition to frequently speaking on educational reform to the media. His approach is to focus on “linking practice to theory, rather than the other way around”, working with groups at all levels of the system to ultimately raise the bar and close the gap of school achievement for all children. He is currently working on major international projects to integrate technology and pedagogy in support of new learning partnerships between and among students and teachers.

Professor Fullan's work is based on research and practices drawn from both the public and private sectors, between which he is finding an increasing convergence – a theme frequently explored in his publications. Both as authoritative and inspirational references in education reform, his books have brought him multiple awards and widespread acclaim.

Tom Vander Ark, the first Executive Director of Education for the Bill and Melinda Gates Foundation, once commented that "at the very time the need for effective leadership is reaching critical proportions, Michael Fullan's *Leading in a Culture of Change* provides powerful insights for moving forward. We look forward to sharing it with our grantees". The highly acclaimed publication also won the 2002 Book of the Year Award by Learning Forward (formerly the National Staff Development Council) in the US.

Professor Fullan's other award-winning books include, among others, *Breakthrough* (Book of the Year Award from the American Association of Colleges for Teacher Education, 2006), *Turnaround Leadership in Higher Education* (the Bellwether Book Award, 2009) and *Change Wars* (Book of the Year Award by Learning Forward, 2009). Continuing to receive enthusiastic responses from readers and critics alike, his recent publications include *Professional Capital: Transforming Teaching in Every School* (with Andy Hargreaves), *Cultures Built to Last* (with Rick Dufour), *Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge*, *Motion Leadership: The Skinny on Becoming Change Savvy*, and his latest, *The Principal: Maximizing Impact*.

Hong Kong has also benefited greatly from Professor Fullan's insight and scholarship. Here at the Institute, he served as one of four international advisors at the former Asia-Pacific Centre for Education Leadership and School Quality. As the then Centre Head from 1999 to 2007, I had had the pleasure of working with him through the Centre's key initiatives.

For the past decades, Professor Fullan has regularly been invited as keynote speaker at conferences, seminars and workshops to discuss his extensive experience in education reform with local educational organisations. At the 13th International Congress for School Effectiveness and Improvement (co-organised by the Institute and other educational bodies in 2000) and the School Leadership and Sustainability Conference (upon invitation of the then Education and Manpower Bureau in 2004), Professor Fullan enlightened the participants with his inspirational keynote speeches. Discussing his experience in transforming Ontario's education system, he shared with the local education community on the theories and practices on managing change and on the honing of skills in leadership and sustainability in a culture of school development and accountability.

Professor Fullan's support was also enlisted by the then Advisory Committee on Teacher Education and Qualification (ACTEQ) of Hong Kong. Leading a research team at OISE, UT in 1998, Professor Fullan's project resulted in a report titled Consultancy for a Study on Establishing an Assessment and Reporting Framework to Enhance the Professional Relevance of Teachers' Performance . The report findings provided ACTEQ with insights into reviewing different ways of enhancing teachers' professional relevance in Hong Kong.

Throughout his illustrious professional career, Professor Fullan has consistently emphasised the key role of leaders in smoothing the path for change. In his view, 'change-savvy' leadership is crucial in delivering the system transformation that will equip students to thrive in the 21st century. As Hong Kong continues to drive change, Professor Fullan has been proposing new perspectives and thought-provoking ideas for our city's education to move forward in the new era.

Mr Chairman, it is my pleasure and privilege to present Professor Michael Fullan, and request that you confer on him the degree of Doctor of Education, *honoris causa*.

CITATION FOR MS CHRISTINA NOBLE, OBE
DOCTOR OF HUMANITIES, *honoris causa*

Mr Chairman,

As the founder of and driving force behind the Christina Noble Children's Foundation, Ms Christina Noble has dedicated her life to helping to lift thousands of Vietnamese and Mongolian children out of poverty and to giving them and their families a chance to live a life of purpose and dignity. Ms Noble has shown herself to be the epitome of selflessness. She is also living proof that – quite literally – if you follow your dreams, there is no end to what you can achieve for others.

The Christina Noble Children's Foundation is a non-governmental organisation that was officially established in 1991, following years of hard work upon Ms Noble's arrival in Vietnam in the late 1980s. Through sheer perseverance and tenacity, Ms Noble has ensured that numerous impoverished children receive an education and that their families have the precious opportunity to start their lives over with dignity and pride.

Ms Noble adheres to a deeply felt philosophy to which all of us would do well to heed: children should be allowed to be children, childhood should be a time of safety and loving security, and all children have the right to nutritious food and a proper education that allows them to fulfil their dreams for the future. Tragically, Ms Noble knows only too well what it is like to come from a desperately poor family. Growing up in Ireland, she had a horrific childhood during which she was exposed to malnutrition and a family life of neglect. The early death of her mother forced her to grow up all too quickly. As a vulnerable girl, she ended up homeless and separated from her siblings and was exposed to violence and sexual abuse, as she describes so harrowingly in her two autobiographical books, *Bridge across My Sorrows* and *Mama Tina*. A short-lived marriage sadly brought little happiness.

Despite these dire circumstances, Ms Noble's heart burned with the desire to help others who suffered as she had suffered. In 1971, as the Vietnamese War drew near its end, she had a vivid dream. In her dream, she heard the word Vietnam and heard the cries of Vietnamese children calling for her to come and help them. Eighteen years later, never having been to Asia and knowing no one there, Ms Noble packed her bags and set off for Vietnam to help the street children of Ho Chi Minh City. Her life story is one of extraordinary compassion, beginning with nothing and yet giving everything to help the individual children she met. After gradually building trust with the Vietnamese authorities, she was able to extend that compassion even further.

Few people want to be in the position of having to accept aid from others, and Ms Noble has always understood that. Thus, she decided that a good way to help was to provide loans for a bicycle or

motorised rickshaw to families living in road-side shacks, thereby allowing them to earn a living – a valuable opportunity to rise out of poverty and live with dignity. These vital loans and her bicycle project are key components of the Foundation's work today. Its other programmes in Vietnam and Mongolia include donor sponsorships of individual children, ensuring that the sponsored girls and boys receive an education, access to healthcare and an improved home life. Ms Noble's work in the healthcare arena has ensured that thousands of deprived children living on the streets, in impoverished families and in orphanages in the two countries have access to inoculations and other preventive medicine and that children with developmental difficulties have access to specialists. In the education arena, she has founded a number of schools and works tirelessly on community initiatives with her team.

Ms Noble has received countless awards for her charity work in the past two decades. In 2003, for example, she was nominated by TIME Magazine as one of "36 Inspiring Heroes of our World", and later that year she was awarded an OBE, or Order of the British Empire, in the New Year Honours List. In 2010, in recognition of her 20 years of work in Vietnam, Ms Noble became the first woman to receive an Order of Friendship Medal from the Vietnamese government, the highest honour given to foreigners by the country's president and people.

Perhaps more importantly to Ms Noble, she has also received thousands of hugs, kisses, poems and songs from her many little friends in Vietnam and Mongolia. She maintains close contact with all of the children she helps in both countries. In 1997, as the Foundation was becoming firmly established in Vietnam, Ms Noble began to experience feelings similar to those that had long before taken her to Vietnam, becoming filled with a desire to help the children of Mongolia, although – again – she had never been there. The winters in Ulaanbaatar, the country's capital, are punishingly cold, with temperatures often falling to minus 30 or 40 degrees Celsius. With the high levels of alcohol abuse and domestic violence that the harsh winters seem to inspire, many children leave home for a life on the streets, and Ms Noble found many of them living beneath manhole covers next to the city's centralised heating pipes in an attempt to stay warm. These children are not only at risk of sexual and commercial exploitation once they take to the streets, but they often suffer serious burns as a result of sleeping next to the heating pipes. In addition to working with street children, Ms Noble has also established the Give a Ger project in Mongolia. She found many families living below stairwells or in gers – traditional tent structures – that were falling apart. By providing homes, the Give a Ger project has rekindled the hopes of numerous families, affording them the possibility to look forward to a more secure future.

A compassionate humanitarian, Ms Noble is a shining example to us all, gently teaching us that no act of kindness, no matter how small, is ever wasted.

Mr Chairman, it is my pleasure and privilege to present Ms Christina Noble and request that you confer upon her the degree of Doctor of Humanities, honoris causa.

CITATION FOR PROFESSOR LEE S. SHULMAN
DOCTOR OF EDUCATION, *honoris causa*

Mr Chairman,

It is my honour to present Professor Lee S. Shulman for the award of the degree of Doctor of Education, *honoris causa*. Professor Shulman is currently President Emeritus of the influential Carnegie Foundation for the Advancement of Teaching, an organisation founded in 1905 that he led from 1997 to 2008. Throughout his distinguished career Professor Shulman has been at the forefront of research, thinking and action in teaching and teacher education. Few current teacher educator programmes in the Western world remain untouched by his work, the philosophy of which can be captured in his own words:

Research begins in wonder and curiosity, but ends in teaching.

Born to immigrant parents and raised in Chicago, Professor Shulman's long and illustrious academic career began with an education specialising in philosophy and psychology at the University of Chicago, where he obtained all his academic degrees. His first academic post was as a faculty member at the Michigan State University, where he worked for almost 20 years. During his time at Michigan State he became Professor of Educational Psychology and Medical Education and co-director of the Institute for Research on Teaching. While working at Michigan State University he became known for what would very soon become one of his most recognised trademarks – as a scholar who would not be constrained by formal boundaries. He accepted a joint appointment between the School of Education and the newly created School of Medicine at the university. His studies with Arthur Elstein around medical reasoning were the most thorough investigations of the cognitive processes of medical problem solving of their time, and were published as *Medical Problem Solving* by Harvard University Press in 1978. Those studies led to new strategies for training physicians and new approaches to evaluating medical competence. The decade he devoted to the study of medical thinking and the design of programmes for the preparation of physicians had a lasting effect on his work in teacher education. He found many parallels between the work of teachers and of physicians, and indeed of professionals in general.

In 1982, Professor Shulman moved west to Stanford University's School of Education, where he was to become the Charles E. Ducommun Professor of Education. It was in his early years at Stanford that he developed the concept of "pedagogical content knowledge," an idea that launched a new stage of research in teaching and teacher education. His research group at Stanford laid the conceptual foundations for a reconsideration of the nature of teacher knowledge. This research devoted special attention to those deep understandings and skills that only teachers possess, with special reference to the role of pedagogical content knowledge. Based in large measure on this work, between 1985 and 1990, Professor Shulman and his colleagues designed new approaches to the assessment of teacher quality that supported the creation of the National Board for Professional Teaching Standards.

Throughout his long and influential career Professor Shulman has taken a proactive leadership role across academic areas and organisations. Included among these are his service as president of the American Educational Research Association (AERA) and of the National Academy of Education . Alongside his research, his leadership of these and other organisations has been widely recognised by the communities he serves. In 1989 he received AERA's highest honour, the career award for Distinguished Contributions to Educational Research. In 1995 he received the E.L. Thorndike Award for Distinguished Psychological Contributions to Education from the American Psychological Association's Division of Educational Psychology. In the same year, he gave the John Dewey Distinguished Lecture to the John Dewey Society.

Professor Shulman is a Fellow of both the American Academy of Arts and Sciences and the American Association for the Advancement of Science , and was awarded a Guggenheim Fellowship in 1974. In 2006, Professor Shulman received the University of Louisville's prestigious Grawemeyer Prize in education for his collected writings on teaching and teacher education, published as *The Wisdom of Practice* by Jossey-Bass, Inc. In 2008 he received the Lifetime Achievement Award of the American Association of Colleges for Teacher Education.

True to his interdisciplinary beliefs, Professor Shulman's research and writings have coherently traversed a range of areas. Among these are the study of teaching and teacher education; the growth of knowledge among those learning to teach, including pedagogical content knowledge; the assessment of teaching; medical education; the psychology of instruction in science, mathematics, and medicine; the logic of educational research; and the quality of teaching in higher education.

Professor Shulman's legacy will be felt in and flow from many places. One important part of this legacy stems from his work with the Carnegie Foundation for the Advancement of Teaching. Through it he has argued for an expanded role for the scholarship of teaching and learning in higher education, confronted challenges of assessment, advocated for moral and civic education, and championed appropriate principles to underpin the role of formation and integrity in professional education. Perhaps his most lasting legacy has been his work as a teacher. Over the course of his career, he has directed the work of dozens of doctoral students, many of whom now hold distinguished chairs in universities and colleges, as well as leadership positions in other education institutions. He has also taught several thousand students preparing for careers as primary and secondary teachers.

Even as he has moved to take on greater administrative and leadership roles, Professor Shulman has remained committed to research and its potential to bring enlightenment to what we do, and especially to what we can achieve as teachers at all levels from the primary school to the graduate school. As he said in the conclusion of his presidential address to the American Educational Research Association:

“Those who can, do; those who understand, teach”

Mr Chairman, it is my pleasure and privilege to present Professor Lee S. Shulman, and request that you confer on him the degree of Doctor of Education, honoris causa.

**CITATION FOR SIR GORDON WU YING-SHEUNG,
GBS, KCMG, FICE
DOCTOR OF SOCIAL SCIENCES, *honoris causa***

Mr Chairman,

It is my honour to present Sir Gordon Wu Ying-sheung for the award of the degree of Doctor of Social Sciences, *honoris causa*. A visionary entrepreneur, engineer and philanthropist, Sir Gordon is known around the world for his transformative contribution to the development of Hong Kong, China, the Philippines, Indonesia and Thailand, as well as his passion for the advancement of education and continual support for charitable causes.

Born in Hong Kong in 1935, Sir Gordon is a third generation Hong Konger. His grandparents moved from the poverty stricken district of Huadu in the north of Guangzhou to live in Hong Kong and started a modest business as pig farmers. Mr Wu Chung, Sir Gordon's father, later launched Hong Kong's first taxi service in anticipation of growing transportation demand in the city. Despite Mr Wu's tremendous success in business, which earned him the moniker of 'Taxi King', he only had the opportunity to receive a few years of formal education. As a result, he always put a high value on education, an attitude that deeply influenced his children. The young Sir Gordon was one of the first students from Hong Kong to go to Canada, and he subsequently entered Princeton University in 1954.

Armed with a Bachelor of Science in Engineering from Princeton and an appreciation for the influence of infrastructure construction on social development, Sir Gordon returned to Hong Kong in 1958 and expanded his family business portfolio to include infrastructure and hospitality interests. His business acumen, creativity and foresight set the business on a trajectory of great success, and he soon founded Hopewell, which was listed on the stock exchanges of Hong Kong in 1972. Today, Sir Gordon is Chairman of the board of Hopewell Holdings Limited and Hopewell Highway Infrastructure Limited, both listed on the Hong Kong Stock Exchange. He also holds directorships in Hopewell's principal subsidiaries. A civil engineer by profession, he has personally led the design and construction of Hopewell's property development projects in Hong Kong since the early 1970s, as well as Hopewell's hotel, power plant and road infrastructure projects in China and overseas since the early 1980s. From bridges and superhighways to power stations, these projects are credited for their impact on the modernisation of their locales.

Frequently described as a "trailblazing" entrepreneur, Sir Gordon is known for his formidable commitment to and great passion for his profession. Business Week named him one of "the Best Entrepreneurs", and in the citation for the award for Executive of the Year in 1995 by Independent Energy, he was praised for

the following attributes: "Wu is unassuming. He knows what his company, through his able leadership, has achieved and what it can do for the region. His ambitions are bold, but they have, with no notable exceptions, always borne fruit." Nearly two decades later, this very quality is still driving the success of Hopewell and its extraordinary founder.

Sir Gordon believes not just in the power of building physical infrastructure but also in the profound and far-reaching influence of cultivating the mind through education. This vision motivates him to give generously for the advancement of education. His donation of over US\$100 million to his alma mater Princeton University remains a legend in the higher education sector. Locally, he has also donated HK\$6 million each to Lingnan University and City University of Hong Kong. The HKIEd has similarly benefited from Sir Gordon's generous donations, which include HK\$6 million to the Institute's Endowment Fund to help support outstanding mainland students studying at the Institute.

His conviction of making the world a better place through education can be captured in the address of the Honourable Philip S. Lee, C.M., O.M., Lieutenant Governor of Manitoba in Canada, at a dinner gala to honour Sir Gordon.

"For his work in developing energy infrastructure in the Philippines, Sir Gordon was nicknamed 'the man who turned on the lights'. But his contributions to international understanding have turned on another kind of light – the light of learning and creativity. In his philanthropy, Sir Gordon hasn't just been true to his school. He's been true to the ideals of great schools. He has been true to the values of spreading knowledge, progress and opportunity in Asia, in North America, and around the world."

For his distinguished achievements and great contributions, Sir Gordon has been lauded, garnering innumerable honours and accolades around the world.

Sir Gordon has been a Director of the United Nations Association of China since 2002, and an Advisor to the China Development Bank since 2006. He was previously a member of the Chinese People's Political Consultative Conference and of the International Finance Corporation for the World Bank.

On the business front, in addition to the Lifetime Achievement Award conferred to him at the 9th Asia Business Leaders Awards by American television group CNBC in 2010, Sir Gordon is also a recipient of Leader of the Year 2003 (Business/Finance) by the Sing Tao Group in Hong Kong and International CEO of the Year 1996 by George Washington University, USA, among others.

For his contributions to education, Sir Gordon has been awarded seven honorary degrees by institutions around the world, including the University of Manitoba in Canada, the University of Strathclyde and the University of Edinburgh in the UK, the Hong Kong Polytechnic University, Lingnan University and City University in Hong Kong, and the Macau University of Science and Technology.

Given his global footprint and impact, Sir Gordon has been granted honorary citizenship in cities and regions around the world, including being named Honorary Consul of Hong Kong's Consulate of the Republic of Croatia in 2002. Among other awards, Sir Gordon was named Officer of the Order of the Crown by the King of Belgium, Albert II, in 2007, received the Order of Croatian Danica with figure of Blaz Lorkovic from the Republic of Croatia in 2007, and was named Knight Commander of the Order of St Michael and St George by the Queen of England in 1997. In Hong Kong, he was awarded the Gold Bauhinia Star by the HKSAR government in 2004.

Mr Chairman, Sir Gordon is a towering figure of excellence whose vision goes beyond business to giving back to society through the advancement of education and charitable causes. It is my pleasure and privilege to present Sir Gordon Wu Ying-sheung, and request that you confer on him the degree of Doctor of Social Sciences, *honoris causa*.