Example 1:

In 2018, I simultaneously embraced the roles of parent, leader, and entrepreneur, establishing a modest English language institute in Shanghai. Our mission was straightforward and sincere: to deliver accessible, engaging ESL content in a socially conscious environment. Today, our institution has expanded, with over 600 students across five centres within the city. The journey, marked by the transition from teacher to academic director, has been a path of self-motivation, persistence, and self-discovery.

My teaching journey commenced in 2007, post-completion of my degree at Nottingham Trent University, when I ventured to South Korea to teach. Originally intended as a year-long sojourn, it blossomed into a six-year adventure, providing me with an in-depth understanding of the challenges inherent in ESL/EAL learning.

During these formative years, I gained vital experience teaching in underdeveloped/developing countries such as Brazil, Cambodia, and Bangladesh. I discerned a universal theme across diverse cultural backgrounds: the criticality of the educator-student relationship.

After earning my PGCE and completing a temporary placement at a North London comprehensive school, I returned to Shanghai to undertake a new challenge: building an English language school that combined rich content with effective teaching practices. Rapid success ensued, bringing unexpected difficulties. I was thrust into a leadership role, a reality far from my expectations. The ongoing development of our schools and the lessons learnt underscore the importance of serving, improving, and inspiring those around me.

Our schools' relationships are central to achieving our goals, whether pastoral duties, socially inclusive activities, or promoting environmental awareness. I am particularly proud of our ongoing collaboration with the Make-A-Wish Foundation.

Our academic achievements, including 30000+ lesson plans, schemes of work, assessments, and course content, are a testament to our commitment. We also offer our cohort fully funded iPGCE placements at the University of Derby, aiming for the long-term sustainability of our schools.

The current climate for privately-owned educational institutes in China, marked by the advent of Covid-19 and the introduction of ‘double reduction’, presents significant challenges. In the face of this, I seek to refine my leadership skills through the course at the University of Derby, aiming to foster a sense of purpose and commitment among our staff and align our efforts towards common goals.

Example 2

Education fundamentally shapes the quality of human capital within a nation. As the trend towards outsourcing low-skilled jobs heightens, the significance of education continues to grow. However, despite this knowledge, investment in education as a tool for enhancing national competitiveness often needs to catch up, encountering myriad obstacles such as bureaucracy, funding cuts for public education, and a palpable lack of urgency among elected officials. Even attempts to modify local education structures face hesitation due to the inherent uncertainties and the daunting scale of the task. This is true for Saudi Arabia and countries boasting some of the world's leading academic institutions, such as the U.S.

Drawing from my professional experience in academia and the insights gathered from comprehensive reading, I am convinced of the urgent need for education leaders unafraid to challenge the status quo and think innovatively. Pursuing a Masters's in Educational Leadership at the University of Derby will equip me with the necessary skills and insights to initiate positive changes within the Saudi Arabian education sector.

Early in my career, I observed the meagre investment Saudi Arabia commits to its education system, sparking my interest in researching educational systems worldwide. Despite resource constraints, I aim to discern how we might rejuvenate our local system. I look forward to sharing these findings with my peers in the Educational Leadership Programme and learning from their insights. An intriguing realisation has been the overemphasis on resource availability; perhaps the academic institution's organisational hierarchy and stakeholder collaboration bear more significance.

My varied roles, including teacher, administrator, accountant, and trainer, have given me a comprehensive understanding of the education system's intricacies. The Saudi Arabian education system can glean lessons from international education models and non-academic sectors such as the corporate world and non-profit sector. For instance, the non-profit sector in developed countries showcases how innovative ideas can be imported from other industries, adopting business-like operational strategies for increased efficiency and accountability.

In this era of technological advancements, traditional education models are under scrutiny. Therefore, staying attuned to external factors and trends influencing our global landscape is imperative. I am eager to bring my unique perspectives to the Educational Leadership programme and learn from my diverse peers. The knowledge and skills acquired through this programme will help me hone my educational leadership philosophy and contribute positively to Saudi Arabia's public education sector and beyond.

Example 3

Born and raised in Ghana, I have always strived to honour my family's values and efforts towards my education. My family's unwavering support and encouragement have bolstered my determination to achieve my educational goals.

Upon graduating high school, I enrolled in Agricultural Science at the University for Development Studies, Ghana, from 2015 to 2019. Beyond my curriculum, I attended extracurricular classes to hone my teaching skills and prepare for further studies. I also practised teaching at a local high school and actively contributed to community work.

During this period, I fostered my potential for leadership and teaching, particularly with high-school-aged children. Our mutual attachment and benefit from these interactions reinforced my passion for education.

Leadership and Management Education holds immense significance for me, as I aspire to be a transformative leader in high school education and contribute to improving Ghana's educational system. My current research interest lies in the Role of the Parent-Teacher Association (PTA) in teaching and learning Agricultural Science at Salford Senior High School.

Enrolling in this programme aligns with my goal of specialising in Educational Leadership. Leadership implies collaborating with fellow scholars who are pioneers in their respective fields. As a competent leader, I aspire to offer unwavering support to my community and strengthen my commitment to service, particularly upon returning to my home country to implement what I have learned at the master's level. My future career at the University of Salford