Promoting Work-based Learning as a Praxis of Educational Leadership in Higher Education

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Abstract. This study outlines the contributions of work-based knowledge to the praxis of educational leadership in higher education. The research method is mainly concerned with a systematic review of literature that maps out relevant published articles on work-based learning and educational leadership using research guidelines namely 1) eligibility criteria, 2) data selection processes, and 3) data analysis. The results show that work-based learning has been touted as a pathway to learning transformation, participation in real-work situations, learning challenges and cultural contexts. More importantly, the appreciation of cultural values provides fertile ground for collaboration and lifelong learning in communities of practices and related organizations. Other componential parts of work-based learning potentials have influenced students to promote learning quality, authentic experiences, technology-enhanced knowledge, and work flexibility. Educational leadership has emerged as a means of leadership formation that highlights leadership emancipation and gender justice, role models [*qudwa hasana*] in Islamic guidance, and leadership roles including affective qualities and mentoring, problem-solving and knowledge creation. Both work-based learning and educational leadership correlate to each other in terms of some conditions namely collaboration, cultural context, engagement, and learning flexibility.

Keywords: Work-based learning; Educational leadership; Higher education; Collaboration; Mentoring; Role models

1. Introduction
One of the essential current discussions in work-based learning mainly deals with concepts of students' involvement and responsiveness central to the autonomous and self-determined academic activity and learning culture in the workplace contexts.

Students generate learning opportunities at the university level to carry out engagement, collaboration, and responses to skills and knowledge. In this sense, the mentorship (Edward, 1997) in the classroom learning environment is required to support cutting-edge technologies. In a distance learning sphere, the theory of (Ramage, 2014) provides a vital account of how mentors conceptualize skills to uphold learning activities, learning autonomy and transformation. The dominant characteristics of this learning are the provision of training flexibility, communication skills and creativity that underscore workplace professionals. In what follows, learning as a work-based principle examines the contribution of experiences to knowledge (Nottingham & Akinleye, 2014).

In this learning platform, Brook & Corbridge (2016) offer insights into the feasibility of "deep-rooted pedagogical concerns" in that work-based learning deals with the extent to which knowledge should be transferred through documents and values worth investigating and assessing within learning environments. For this reason, Norman & Jerrard (2015) explore the influential impact of reflective practice on the work-based learning in which an assessment plays a crucial role to foster peer-learning and evidence-based assessment (metacognition). Through this model of assessment, students learn to appreciate confidence, professional attitudes, (Rees, Collett, Crowther & Mylrea, 1998), self-esteem, more valued feelings, controlled and less intimidated atmospheres of learning in the widths of respectful colleagues or senior managers. The students' involvement plays a pivotal role in addressing the issue of cutting-edge technologies towards new ideas and practices.

In recent years, there has been an increasing interest in work-based learning and its dominant contribution to the future of higher education. Lemanski & Overton (2016) argue that work-based knowledge has a significant element that shapes the workforce and its futuristic development. Work-based knowledge is a combination of concepts and experiences within either a traditional or digital domain of learning in higher education. The evaluation in terms of work-based knowledge prioritizes performances, skills-enhanced platforms, motivation, personal development, and productivity. In light of this insight, work-based learning provides a lifelong way of learning opportunities for adult learners and paves the way for re-conceptualizing their pedagogical schemes. The commitment of teachers towards the learners' involvement is a crucial guideline for sequential designs of curriculum development, and educational transformation (Nottingham, 2017) worth considering.

Meanwhile, researchers have shown an increased interest in the impact of educational leadership on work-based learning recently. As a useful practice, educational leadership aims to establish high-performing teams, implement strategies, monitor projects, plan presentations, and share experiences (Gerhardt, 2019). In a broader sense, educational leadership is a contextual model for work-based learning to embody values of character education, namely morality, cooperation, modeling, loyalty, collective responsibility, compassion, containment, flexibility, solidarity, equality, caring, and educational equity (Arar & Haj-Yehia, 2018). A primary concern of educational leadership is critical dialogue and interrogation, diversity understandings, engagement, well-developed thinking skills, and problem-solving (Niesche, 2018; Wisniewski, 1999).

The glaring combination between instructional leadership and work-based learning leads to the diversity of learners or the sensitivity for diversity (Arar & Haj-Yehia, 2018), deliberate engagement and inquiry, democracy, continuous change, assuring quality, securing accountability, working with and for the community (Davids & Waghid, 2019).

The role of educational leadership completely depends on how work-based learners pursue knowledge concerning human resources, manage or advocate extra-curricular activities (Davids & Waghid, 2019). Other scholars emphasize that educational leadership is responsive to fairness and morality in a discourse between educators and learners (Arar & Haj-Yehia, 2018). Hence, maintaining the moral quality is the biggest challenge for the entire intelligence community, whereas the leadership quality contributes to uniting the community, and generate affective qualities through mentoring and empowering, teaching excellence, research, and scholarship (Fields, Kenny, & Mueller, 2019). It is also worth noting that prospective educational leaders in higher education learn to possess such qualities in making their future leadership careers. The broad commonalities of educational leaders include emotional, moral, participative and structural constructions of leadership (Oplatka & Tako, 2009). Within this praxis, the focus of work-based learning paves the way for reflection, self-directed learning, leadership, and confidence (Gerhardt, 2019).

To rearticulate such insights, the primary aim of this article is to critically explore a theoretical ground based on the research questions, as follows:

1. What features does work-based learning describe in higher education?
2. What features does educational leadership describe in higher education?
3. To what extent does work-based learning relate to the praxis of educational leadership in higher education?

2. Literature Review

Work-based Learning
In the digital era, higher education seeks to sustain the dynamics of work-based learning through creativity that, in turn, changes the way students learn. Pässilä, Owens, & Pulkki (2016) state that work-based knowledge deals with "engaging in the mode of creativity" to put forward imagination in performing dialogues, and revitalizing transformation. Each session of the dialogue performances encourages personal or collective participation as an integral part of transformative knowledge elevation. In this platform, work-based learning aims to position learning activities at the forefront of dialogues, and discussions of learning problems and concepts. The essence of this pedagogy offers an insight into collaboration or engagement that continues to be fundamental, but challenging. This notion of collaborative and dialogical learning creates new patterns of transformation, i.e., learning to reshape pedagogical paths (Pässilä, Owens & Pulkki, 2016) that become more diverse within higher education.

Work-based learning evolves in a broader perspective of "the knowledge economy" (Garnett, 2016) that provides a variety of challenges, putting more emphasis on funding supporting system for the higher level of learning achievements (Österlind, 2018). Learning in this context is practice-oriented for

systematic results of individual or collaborative learning that resonates with personal and professional development. The availability of teaching media or other related facilities leads to transformation concerning sensitive issues of climate change, "realistic learning context" (Österlind, 2018), research university, and awareness of local movements for global environmental sustainability impacts. Indeed, a global transformation is rooted in indigenous people's policies, and learning community initiatives (Mitchell, 2019) to help people take action and preserve the cultural dimension of work-based learning.

Work-based learning is a strategic action to establish "good interpersonal relations" (Nevalainen, Lunkka, & Suhonen, 2018), engagement, development of knowledge and skills (Zhang, Yin, David, Xiong, & Niu, 2016); and values of social justice, equality and empowerment (Hamilton, 2019) in higher education. In certain circumstances, work-based learning provides a strong foundation for "the different aspects and dynamics of learning through work" (Nikolova, Van Ruysseveldt, De Witte, & Syroit, 2014). Learning in this context of workplace underpins "academic quality standards" (Abukari, 2014), experiential learning, provision of devices and positive learning atmosphere.

Nottingham (2016) is of interest for the development of work-based learning directly involving practical learning flexibility and pedagogical understanding of the workplace or work-related dimensions of learning in higher education. This notion is in line with three major principles, namely discipline-centered learning, learner-centered learning, and employee-centered learning. Discipline-centered scholarship focuses on learning and teaching innovations, students' engagement in work-related problems, experiential learning, preparatory curricula, situated learning and subject-specific platform of education (Nottingham, 2016; Sin, 2015 & Kullmann, 2016). Learner-centered education emphasizes learners' active involvement to carry the responsibility of learning by doing and preparing them for the situated knowledge acquisition (Nottingham, 2016; Lee & Branch, 2017). Some educational programs must advocate for a learner-centered instruction approach (Altay, 2014; Brinkmann, 2019 & Kenna, 2017) within which flexible learning projects with the small scale community projects (Mitchell, 2019) can promote equity, accountability, and excellence. Employer-centered learning has something to do with the curriculum development, workforce facilitation, co-created and client-focused learning orientation (Nottingham, 2016). It also articulates a variety of university sustainability (Jackson, Rowbottom, Ferns, & McLaren, 2017), business-related functions (Nottingham, 2016), exchange of knowledge and strategic interactions between learners, academics and higher education institutions (Reeve & Gallacher, 2005; Keeling, Jones, Botterill, & Gray, 1998).

The curriculum development fosters the qualities of social media used "as a way of reviewing the inquiry process with peers" (Nottingham & Akinleye, 2014) to provoke thoughts and discussions within learning communities. Learners develop an appreciation of promoting diversity, acknowledgment, and respect towards "the possibility of a wide range of learning experience" (Nottingham & Akinleye, 2014), but they learn to understand "a formal theoretical framework" (Talbot & Lilley, 2014) through lectures, workshops, and tutorials. The curriculum

also puts forward "a learner-centered strategy" (Nottingham & Akinleye, 2014) that highlights employment as an obvious target of work-based learning through critical pedagogy and job-related experiences. For this reason, it is vital to enhance practical knowledge, the use of social networking, media, and the facilitation of positive learning environments (Talbot & Lilley, 2014).

Work-based learning is at the heart of the university-level education that pertains to skills and capabilities, work-related contexts of learning conventional modules, lectures, and workshops (Major, 2016). This perspective sheds light on mastering theories and practices, the value of the employer-led project (Brook & Corbridge, 2016), and the development of communication skills through professional learning (Norman & Jerrard, 2015). Thus, work-based learning is a combination of skills, practical knowledge, and values concerning how higher education maintains the dynamics of learning and teaching.

Likewise, Algers, Lindström, & Svensson (2016) assert that work-based learning is a response to "students' interests and previous learning experiences" to enhance potentials. Students learn to use the language appropriately to communicate with other people. In one way or another, they are in a position to promote full-time studies and interrupt their careers for hectic schedules. This learning style constitutes an urging demand to develop professional and personal life, education and work. The weaknesses of this learning scheme lie in the minimum attendance of regular courses, work commitment or difficulties in managing time, hindered contacts with other students, and faraway workplace (Norman & Jerrard, 2015).

Work-based learning promotes what is called a work-based facilitator as well as a university tutor (Dalrymple, Kemp, & Smith, 2014). Instructors are encouraged to facilitate learning and teaching activities that open up opportunities for autonomous learning, creativity, innovation, and critical thinking. Accordingly, students learn to master theories and practice skills (Christensen, Henriksen, Thomsen, Lund, & Mørcke, 2017) to gain knowledge, master competencies, and work towards achieving expertise (Pojani, Johnson, Darchen, & Yang, 2018). Moreover, work-based learning offers guided practice about "the on-campus skills training sessions" (Pojani, Johnson, Darchen, & Yang, 2018) through lectures, workshops, tutorials, and seminars.

Baker, Peach, & Cathcart (2017) add that work-based learning has several characteristics, namely *labor market* orientation intended to increase the enrolment and vocational graduate numbers every year. More specifically, *standards and quality* deal with new practices beyond traditional lectures and classroom delivery styles because of current trends of skilled workers' mobility (migration and mobility aspects) in different countries. The *credit and recognition of prior learning* is another factor that determines institutional traditions and increased competence in the VET sector. Work-based learning aims to enhance *pathways* concerning funding alternatives for students, vocational providers, small independent providers, government, and higher education funding solutions. Finally, *responsiveness* measures a sense of added demands and workloads for staff, alternative educational programs, and the work-based course content.

Work-based learning is closely connected with students' preparation ahead of global market competitions (Sun & Kang, 2015) that may lead to a revitalization of vocational education and training in conjunction with emerging workforce trends that transform critical roles into more independent networking involving efforts and critical mind-sets. Work-based learning prepares and releases the potential of the twenty-first-century workforce (Sun & Kang, 2015). The issue of the workforce is a much-debated topic because it investigates the prevalence of vocational graduates' competitions, knowledge, and skills.

Raelin (2016) explores work-based learning in parallel with integration between theories and practices, acknowledging explicit and tacit knowledge individually and collectively. The underlying reason behind this work-based learning is that collective and reflective experiences remain powerful concerning the leadership transformation (Raelin, 2016). There has been a need-it-right-now framework to change the broader structures of higher education institutions through fundamental principles such as ingrained values, beliefs, ethics, responsibility and knowledge sets in the twenty-first century (Wall, Russell, & Moore, 2017).

This echoes the principle that work-based learning can bridge a gap between ideas and practices. As Nottingham & Akinleye (2014) put, "the curriculum provides a flexible means for bridging academic and workplace learning", and it principally accommodates students' different disciplines, cultural backgrounds, leadership training, cultural values, and climate change education. Work-based learning outlines the curriculum extended from the current disciplinary-specific sustainability, existing circumstances, and common core values. The curriculum, in a broader sense, appreciates cross-cultural varieties that portend norms of inclusion, equality, responsibility and legitimate decision-making (Wall, Russell, & Moore, 2017).

Work-based learning acknowledges the effectiveness of advanced knowledge, skills, and values of partnerships. The success of work-based learning in higher education rests on the required work-related resources and skills, learning environments and continuity of professional experiences (Stewart, Campbell, McMillan, & Wheeler, 2019). This transformative learning is likely to mark the inclusion of four variables for work-based learning activities, namely the teacher-centered delivery, employer-centered delivery and students' outcomes concerning skills, performances, and knowledge (Lemanski & Overton, 2016).

Educational Leadership

A large number of researchers assess the significance of educational leadership. Davids & Waghid (2019) highlight the role of educational leaders in terms of promoting transformation as a judgment exercise, reasonable but responsible decision-making, caring, respect and equal dignity. It is now well-established that educational leaders should have good personal merits such as honesty, transparency, and integrity (HTI). They are unlikely to be manipulative, selfish and discriminative (Oplatka & Tako, 2009) in carrying out the leadership profession. Besides, good educational leaders have "an increased need for collaboration and interaction" (Alvunger, 2015). As role models, they influence others in achieving goals and visions strategically (Simons & Harris, 2014). Thus,

educational leaders should bring about changes or transformations through individual leadership qualities in collaboration with other parties in social communities.

The critical issue in educational leadership accentuates "meta practices" (Wilkinson, Olin, Lund, Ahlberg, & Nyvaller, 2010) that refer to the context of leadership practices at a school level through words and actions. Without collective values and commitments, these leadership practices might not gain insights into maintaining human relations, the development of people's good behaviors, and the advancement of industries and enterprises (Simons & Harris, 2014) as an integral part of leadership decision-making, policies, and enacted practices (Uljens & Ylimaki, 2015). Although these theories pay too much attention to the nature of educational leadership practices, each of them is taught in university programs to find out leadership voices in a global approach (Bates & Eacott, 2008). In short, to lead others is to empower meta practices within a worldwide demand that words and actions must go hand in hand in every contextual leadership role.

The urgent need nowadays is that educational leadership is more likely a role model that potentially drives students to be future leaders deplete with creativity and other leadership challenges (Staunæs, 2011). In what follows, educational leadership evolves in contextual cultures, including the higher education environments where students learn to instill a cross-cultural understanding and appreciate indigenous values (Blakesley, 2008). For the sake of a long-term sustainable educational leadership, learning processes form certain directions in which students recognize qualities of good leaders in managing, leading and cultivating industrial or network society. In a digital era, educational leadership seeks to optimize leadership technologies alike (Staunæs, 2011). In other words, educational leadership promotes cultures as a local system of values-based appreciation and inculcation. Higher education is a place where future leaders learn and where digital citizens transform technologies into leadership roles to play.

In the wake of global educational leadership, growing concern on innovation and creativity (Waite, 2017a) is of interest in shaping a set of standards for leadership decision-making. In an Indonesian context, educational leaders are individuals who capture opportunities for creative ways of leading others, managing conflicts, and risk-taking efforts to keep commitments firm and consistent (Amtu, Siahaya & Taliak, 2019). This leadership dimension is in the spotlight, whereas educational leaders work in tandem with community organizations, and local leaders as well. The community-based platform of leadership advances the community equity that sustains the capacity for values, ethics, related knowledge, skills (Green, 2018), inclusiveness, and social justice (Hart, 1999; Sarid, 2020).

3. Research Method

As a systematic review of literature, we determined relevant published articles on both the work-based learning and educational leadership using research guidelines or steps namely (1) eligibility criteria, 2) data selection stages, and 3) data analysis.

Eligibility Criteria

The eligibility criteria are vital for classifying research samples based on data analysis guidelines, as follows:

Principle 1: Forty original published articles, each of which was open access (an online platform) over the last five years (2015-2020) within the timeframe of research published in different countries and reputable journals and indexed by Thomson Reuters, Scopus, and ISI, and the publication content areas were the work-based learning and educational leadership. This criterion was likely to facilitate the accessibility of research data.

Principle 2: Research articles discussed determinant issues around work-based learning and educational leadership specifically regarding features or qualities of work-based education and educational leadership, and relations between or among them. The criterion is likely to answer research questions.

Data Selection Processes

This research includes data selection processes through the following stages:

(1) Cross-checked the critical terms in the subject area search using the work-based learning (WBL) and educational leadership (EL) subject area headings online. WBL and EL were used to find out related articles from the online database and advanced the search for other keywords such as leadership, leadership styles, and workplace learning.
(2) Conducted the online article search for about 100 published articles.
(3) Undertaken an analysis to meet the eligibility criteria including the appropriate year of publication, indexes, and the relevance of issues under discussion. As a result, we selected 40 articles considerably through which 20 items discussed work-based learning, and 20 items discussed the educational leadership.
(4) The last process was reading 40 research articles, beginning with the exploration of topics, keywords, and contents to review.

Data Analysis

The data analysis was in line with the guidelines of a systematic review of articles. This aims to sustain the objectivity in mapping out the originality of ideas or interpretations within current literature perspectives. First, even though it was time-consuming, each component of work-based learning issues in 20 articles was classified into several blueprint categories, as evidenced in the following table.

Table 1. A sample of work-based learning features in the journal articles

Theme Framework	Features of Work-based Learning (WBL)	Research Methods	References	Countries
Open and Distance Learning (ODL)	To put forward topical areas, explorations and their contextual use in organizations and communities of practices	Qualitative	Abukari & Ahmed, 2019	Ghana
The personal model of learning	Individual learners initiate critical thinking performances	Quantitative	Garnett, 2016	Australia
The global model of learning	Share and organize duties in a global context through local actions	Quantitative	Zhang, Yin, David, Xiong & Niu, 2016	UK

Second, the content area of 20 articles on educational leadership was an entity that encouraged critical reviews through which we described the components of data analysis involving the theme framework and its detailed specifications, as shown in the following table.

Table 2. A sample of educational leadership features in the journal articles

Theme Framework	Features of Educational Leadership (EL)	Research Methods	References	Countries
De-gender leadership	To encourage leadership emancipation and gender justice	Conceptual framework	Ma & Shouse, 2019	China
Islamic leadership	In Islam, educational leaders are credibly supervised by God and become role models [*qudwa hasana*]	Hermeneutic content analysis	Arar & Haj-Yehia, 2018	Israel
Transformative roles	To inspire the world in terms of personal, relational, institutional and global scopes of educational leadership	Quantitative	Laksov & Tomson, 2017	Sweden

Third, to answer the third research question, we needed to specify to what extent work-based learning correlates to the praxis of educational leadership. Therefore, a series of reviewing activities aimed to criticize core issues, and their relevant classifications, as shown in the table below.

Table 3. A sample of relationships between work-based education and educational leadership in the journal articles

Relationships between work-based learning and educational leadership	The number of articles	References
Collaboration	5	Garnett (2016), Yada & Jäppinen (2019), Alvunger, (2015), Toledano-O'Farrill (2017), Normore & Lahera (2019)
Cultural contexts	4	(Österlind, 2018), Ferrández-Berrueco, Kekale, & Devins (2016), Tian & Risku (2019), Laksov & Tomson, (2017)

4. Findings and Discussion

Features that Describe Work-based Learning around the World

The systematic review of international journal articles on work-based learning in Ghana, Australia, and the UK shows obvious transformation categorizing into four main components namely Open and Distance Learning (ODL) (Abukari & Ahmed, 2019), personal (Garnett, 2016) and global (Zhang, Yin, David, Xiong & Niu, 2016) learning models in higher education. In terms of Open and Distance Learning (ODL), work-based learning puts forward topical areas, explorations and their contextual use in organizations and communities of practice. Personal and global learning models promote individual learners' critical thinking, and the transformation in the work-based learning aims to share responsibilities through local activities that contribute to global changes.

Critical factors of the work-based learning in Norway, China, Finland, and Sweden coincide with students' participation in the communities of practices (Lafton & Furu, 2019), real-work situations focusing on the knowledge of real experiences (Zhang, Yin, David, Xiong, & Niu, 2016), and learning challenges to study, share and organize duties independently (Nevalainen, Lunkka & Suhonen, 2018). In response to the cultural inheritance, work-based learning is likely to expand cultural contexts of learning in real situations deplete with workplace demands (Österlind, 2018). Thus, socio-cultural conditions of learning need students' involvement to pursue knowledge in workplace circumstances and challenges.

Workplace learning in UK, Finland, Denmark, and Australia is familiar to students because of its flexibility in terms of collaboration, partnership, project-based, learner-centered and managed platforms of learning beyond trans-disciplinary contexts (Garnett, 2016). In line with arts, learning rearticulates art-based values that preserve transformation, networking, inspiration and soft skills (Pässilä, Owens & Pulkki, 2016). The collaboration with institutions, communities, and stakeholders can strengthen students' competence, reduce costs and develop professional skills (Toledano-O'Farrill, 2017). In this stance, work-based learning offers insights into lifelong learning skills (Baker, Peach, & Cathcart, 2017; Helyer,

2015), including transformative strategies to master theories and their applications in daily actions.

Fundamental pillars of work-based learning, as reflected in the UK's and USA's higher education, entail multidisciplinary contexts intended to develop professional skills, learning quality, authentic experiences and culture (Gerhardt, 2019; Ferrández-Berrueco, Kekale & Devins, 2016). However, corporate governance fully supports workplace inclusiveness, work flexibility and lifelong learning (Wall, 2017). In a nutshell, work-based learning puts forward such fundamental standards that enrich experiential and technology-enhanced learning in the digital era.

In line with pedagogical principles, several researchers point out that work-based learning generates entrepreneurial, managerial and technical skillsets (Lloyd, Martin, Hyatt, & Tritt, 2019), transfer of knowledge, education and reflective practice (Abukari, 2014), learning potentials and challenges (Algers, Lindström & Svensson, 2016), and learning quality (Brook & Corbridge, 2016). In general, the coverage of work-based learning is described in the following table.

Table 4. Features of work-based learning around the world as discussed in the journal articles

Theme Framework	Features of Work-based Learning (WBL)	Research Methods	References	Countries
Open and Distance Learning (ODL)	To put forward topical areas, explorations and their contextual use in organizations and communities of practices	Qualitative	Abukari & Ahmed, 2019	Ghana
Personal model of learning	Individual learners initiate critical thinking performances	Quantitative	Garnett, 2016	Australia
The global model of learning	To share and organize duties in a global context through local actions	Quantitative	Zhang, Yin, David, Xiong & Niu, 2016	UK
Participation	To involve in the communities of practices	Theoretical review	Lafton & Furu, 2019	Norway
Real-work situations	To construct knowledge of real experiences	Qualitative	Zhang, Yin, David, Xiong & Niu, 2016	China
Learning challenges	To study independently, share and organize duties	Literature review	Nevalainen, Lunkka & Suhonen, 2018	Finland

Cultural contexts of learning	To promote learning in real cultural situations and workplace demands	Qualitative	Österlind, 2018	Sweden
Learning flexibility	To support collaboration, partnership, flexible curriculum, project-based, and student-centered learning	Literature review	Garnett, 2016	Australia
Art-based values	To maintain transformation, networking, inspiration and soft skills	Qualitative	Pässilä, Owens, & Pulkki, 2016.	Finland, Denmark & UK
Collaboration	To strengthen competencies, reduce costs, and develop professional skills	Literature review	Toledano-O'Farrill, 2017	Australia
Lifelong learning	To justify learning outside formal education contexts	Literature review	Baker, Peach & Cathcart, 2017	Australia
Lifelong learning skills	To transform strategies of work-based learning, articulate theories and changes in actions	Literature review	Helyer, 2015	UK
Multidisciplinary contexts	To develop professional skills	Qualitative	Gerhardt, 2019	UK
Fundamental pillars of work-based learning	To articulate learning quality, authentic experiences, and development of culture	Case study	Ferrández-Berrueco, Kekale, & Devins, 2016	UK
Sustainability of work-based learning	To develop the 21st workforce (technology, employability, and competition)	Literature review	Sun & Kang, 2015	USA
Critical areas of work-based learning	To promote corporate governance, workplace inclusiveness, work flexibility and lifelong learning	Critical review	Wall, 2017	UK
Engagement	To sustain students' involvement in developing entrepreneurial, managerial and technical skillsets	Case study	Lloyd, Martin, Hyatt, & Tritt, 2019	USA

Work-related learning	To enhance learning behaviors and the development of relevant competencies for job seekers	Quantitative	Grosemans, Vangrieken, Coeftjens & Kyndt, 2020	Belgium
Negotiated projects	To generate learning potentials and challenges	Quantitative	Algers, Lindström & Svensson, 2016	Sweden
Meaningful experiences	To emphasize knowledge transfer and quality of learning	Qualitative	Brook & Corbridge, 2016	UK

Features of Educational Leadership in Global Higher Education

Educational leadership in the 21st century is an integral part of character education. China, for example, has initiated de-gender leadership that sustains leadership emancipation and gender justice (Ma & Shouse, 2019). In Israel, educational leadership connects to Islamic leaders who are credible and supervised by God and become role models [*qudwa hasana*] in every leadership role they play (Arar & Haj-Yehia, 2018). Meanwhile, educational leadership has a transformative role to play in Sweden, namely inspiring the world through personal, relational, institutional and global scopes of administration (Laksov & Tomson, 2017).

Educational leadership roles in Australia, USA, Norway, and Sweden deal with leadership towards outcomes by maintaining the missions of organizations (Simons & Harris, 2014), the engagement that encourages cooperation among students and learners as social actors (Niesche, 2018) in learning to perform professional actions, initiatives and mentoring roles (Waaland, 2016), cognitive development based on socio-cultural contexts of learning, communities of practices, interaction, and communication (Laksov & Tomson, 2017).

The characteristics of educational leadership in Sweden, Australia, USA, Finland, and Canada include collaboration, sharing, cooperation, and interaction (Yada & Jäppinen, 2019) concerning "moral and value-based aspects" (Alvunger, 2015). For this purpose, mutual empowerment is vital to foster cooperation, interaction, assessment and reflection (Welton, Mansfield & Lee, 2014). One of the influential aspects of educational leadership is leadership preparation as a gateway to develop leadership skills (Normore & Lahera, 2019), affective qualities in mentoring and empowering oriented to actions, teaching excellence, research, and scholarship (Fields, Kenny & Mueller, 2019). Educational leaders should be well-prepared through situated practices that prioritize quality outcomes, flexibility, innovations and "institutional self-reliance" (Simons & Harris, 2014).

Finland has embarked on practices of distributed educational leadership through the curriculum reform that entails inclusion, multidisciplinary learning, student-

centered assessment and operational culture (Tian & Risku, 2019). Furthermore, Ghana has initiated instructional leadership practices by setting an academic atmosphere in which students learn to rapport performances, instructions, and evaluations, get rewards and punishments. The effective methods of curriculum reform and instructional leadership in part depend on students' engagement, problem-solving and knowledge creation (Niesche, 2018a) as reflected in Australian higher education. Educational leadership qualities in USA and Indonesia comprise strengthened solidarity, partnership, engagement, values, knowledge, and skills (Green, 2018), creativity, development of talent people, positive work environments, creativity, innovations, and positive attitudes towards others (Frémeaux & Pavageau, 2020; Waite, 2017), as shown in the table below.

Table 5. The educational leadership features around the world as described in the journal articles

Theme Framework	Features of Educational Leadership (EL)	Research Methods	References	Countries
De-gender leadership	To encourage leadership emancipation and gender justice	Conceptual framework	Ma & Shouse, 2019	China
Islamic leadership	In Islam, educational leaders are credibly supervised by God and become role models [*qudwa hasana*]	Hermeneutic content analysis	Arar & Haj-Yehia, 2018	Israel
Transformative role	To inspire the world in terms of personal, relational, institutional and global scopes of educational leadership	Quantitative	Niesche, 2018	Australia
The radical critique of society and culture	To promote a neutral school culture, the value of cultural diversity, and advocacy of social justice in educational leadership	Literature review	Sarid, **2020**	Israel
Leadership practices	To uphold the collaboration and interaction, articulate moral and value-based aspects	Quantitative	Alvunger, 2015	Sweden
Servant leadership behaviors	To foster the engagement in daily servant leadership behaviors, and experiences	Qualitative	Liao, Lee, Johnson & Lin, 2020	USA

Instructional leadership	To encourage active learning and teaching, managerial aspect and leadership culture	Qualitative	Abonyi & Sofo, 2019	Ghana
Leadership preparation	To develop leadership skills, and abilities	Literature review	Normore & Lahera, 2019	USA
Main characteristics of educational leadership	To promote effective qualities, mentor and empower actions, teaching excellence, research, and scholarship	Case study	Fields, Kenny & Mueller, 2019	Canada
Learning autonomy	To accentuate training independence, professional actions, initiatives, and mentoring roles	Quantitative	Waaland, 2016	Norway
Curriculum leadership hindrances	To overcome curriculum leadership barriers such as logistics, resources, and lack of support from the school leadership	Qualitative	Tapala, van Niekerk & Mentz, 2020	South Africa
Distributed leadership	To support the curriculum reform that prioritizes inclusion, multidisciplinary learning, student-centered assessment, and operational culture	Mixed	Tian & Risku, 2019	Finland
Educational leadership roles	To develop thinking, initiate learning based on socio-cultural contexts, communities of practices, interaction, and communication	Qualitative	Laksov & Tomson, 2017	Sweden
Instructional leadership practices	To create academic conditions, improve students' academic performances, instructions, get rewards and punishments, evaluations	Literature review	Ma & Shouse, 2019	Ghana
Leadership effectiveness	To focus on engagement, challenges, problem-solving and knowledge creation	Literature review	Niesche, 2018	Australia

Educational leadership qualities	To pay attention to solidarity and partnership, sustain engagement, values, knowledge, and skills	Literature review	Green, 2018	USA
Meaningful leaders	To encourage moral exemplarity, community spirit, professional and personal support, positive attitudes towards others	Qualitative	Frémeaux & Pavageau, 2020	France
Special issues in educational leadership	To maintain creativity and advance innovations	Literature review	Waite, 2017	USA
Features of educational leadership	To harness collaboration, sharing, and interaction	Systematic review	Yada & Jäppinen, 2019	Finland

Educational Leadership Formation through the Lens of Leadership Roles, Emancipation and Gender Justice

The leadership formation in Morocco operates within the contextual practice of religious establishments, aiming at preventing Moroccans from extremist ideologies. For a long-term purpose, regional power emerges as a strong foundation of setting counter-terrorism strategies, and religious-based cooperation through religious school traditions (Hmimnat, 2018). In Israel, Islamic leadership formation is one of the spearheads of success through which educational leaders become role models [*qudwa hasana*] (Arar & Haj-Yehia, 2018) in managerial positions. Under God's guidance and supervision, they manage conflicts to find out proper solutions toward problems. They work through other people by coordinating their activities to achieve leadership or organizational goals. This leadership role depends on engagement, challenges, problem-solving and knowledge creation (Niesche, 2018). Therefore, educational leaders promote managerial values, such as cooperation, sharing, collaboration, and interaction (Yada & Jäppinen, 2019). In an academic context, they promote a neutral school culture, the value of cultural diversity, and advocacy of social justice in educational leadership (Sarid, 2020).

Educational leadership positions play a crucial role in maintaining organizational balance. Like warlords in a competitive global era, educational leaders have the task of ensuring the accuracy, availability, information security, and organizational arrangements to achieve organizational goals while enhancing collaboration and interaction, articulate moral and value-based aspects (Alvunger (2015). Success in carrying out this task force requires multidisciplinary capabilities, including engagement in daily servant leadership behaviors, and experiences (Liao, Lee, Johnson & Lin, 2020).

Watts, Steele, & Mumford (2018) point ou that leadership formation starts with the vision formation involving the construction of a future state. Visionary leaders

articulate communication for task forces, organizational and social purposes. For example, they inspire others to realize the organization's vision that serves to manage leadership visions and constructs mental models to get engaged in solving complicated problems. Visionary leaders continue to develop leadership skills (Normore & Lahera, 2019), such as supporting the viability of visions, executing the art of sensemaking, demonstrating leadership development initiatives, and encouraging active learning and teaching, managerial aspect and leadership culture (Abonyi & Sofo, 2019).

Educational leaders must find out solutions toward emancipation-related problems following the impacts of global change. Samier (2015) explores women's higher educational leadership formation in the United Arab Emirates (UAE). In terms of the global culture, Emirati women leaders support the national identity-building and Islam while staying liberal and free to preserve modern culture in multicultural societies. Leadership emancipation as such encourages women to put forward moral exemplarity, community spirit, professional and personal support, positive attitudes towards others (Frémeaux & Pavageau, 2020). In another sense, leadership emancipation makes a real contribution to gender justice (Ma & Shouse, 2019) through positive behaviors.

According to Rincon-Gallardo (**2019**), educational leadership plays three essential leadership roles in the school networking context, such as lead learner, culture shifter, and system changer. In line with the lead learner, leadership roles aim to liberate learning in and through school networking systems. Better school networks are effective to sustain learning outcomes that serve as a means of liberating learners from pedagogical hindrances. This leadership role requires further social movement that not only deals with the most dominant scientific paradigm but also the vital aspects of a leadership role in plural societies. Educational leaders are cultural movement builders involving the cultivating, and supporting system of culture. Every social movement shapes the way they revitalize the collective identity, develop strategic plans, and change the world through the proper working system, leadership practice, power capacity, creativity, and innovations (Waite, 2017).

In the framework of management, educational leadership pays attention to a benchmark for achieving goals, namely a series of leadership activities to foster good collaboration between individuals within educational environments. Educational leaders may undertake activities that influence, and determine certain educational situations so that they harness cooperation, sharing, collaboration, and interaction (Yada & Jäppinen, 2019) within learning environments.

In the current reality, educational leadership plays pivotal roles in both formal and non-formal educational institutions. The most fundamental issue is that educational leaders manage educational organizations to gain the trust of the community. This leadership role includes inspiring the world in terms of personal, relational, institutional and global scopes of educational leadership (Niesche, 2018). An educational leader is a person who is good at reading the situation because his or her sensitivity determines the decision-making processes, for example, assigning task forces to his or her subordinates based on socio-

cultural contexts, communities of practices, interaction, and communication (Laksov & Tomson, 2017).

An educational leader builds a good social relationship that can add colors to the dynamics of work. It is well known that educational leadership promotes effective qualities that give rise to the educational standard of management. This dynamics of organization seeks to plot mentorship to empower actions through teaching excellence programs involving research, and scholarship (Fields, Kenny & Mueller, 2019). Through these activities, educational leaders have the power to exert and influence their subordinates concerning to what extent task forces accentuate training independence, professional actions, and mentoring roles (Waaland, 2016).

However, educational leaders must provide solutions toward curriculum barriers such as logistics, resources, and lack of support (Tapala, van Niekerk & Mentz, **2020)** in higher education. On the basis of that awareness, educational leadership prioritizes inclusion, multidisciplinary learning, student-centered assessment, and operational culture (Tian & Risku, 2019). Curriculum reform creates academic conditions that enhance students' academic performances, instructions, and evaluations (Ma & Shouse, 2019). Relevant efforts are also fundamental to advance higher education leadership programs that require partnership with foreign institutions to sustain engagement, values, knowledge, and skills (Green, 2018). This educational goal seeks to further harness collaboration, and interaction (Yada & Jäppinen, 2019) with world-class institutions.

As an integral part of planning and organizing management, educational leadership aims to influence others to promote emancipation, leadership roles and gender justice. Educational leaders may be weak managers if they fail to include such dominant features in their managerial planning. As a result, educational leaders may take the wrong direction to lead others. Although they can initiate teamwork, they do not achieve organizational goals. To respond to the global challenges, which are marked by tough competitions, a high level of coordination helps educational leaders manage higher education appropriately. Therefore, educational leaders are imperative to describe the collaboration between higher education structures and outcomes.

Relationships between work-based learning and educational leadership in global higher education

Both educational leadership and work-based learning emphasize collaboration to create learning flexibility. Therefore, students and instructors must collaborate with communities of practices, stakeholders, and organizations to revitalize project-based activities (Garnett, 2016). In terms of educational leadership, qualities of leaders (Yada & Jäppinen, 2019) rely on the ability to collaborate with other institutions, individuals, departments, organizations, companies, and nations. The leadership praxis dominantly requires collaboration (Alvunger, 2015; Normore & Lahera, 2019; Toledano-O'Farrill (2017); Garnett (2016), Yada & Jäppinen, (2019). In other words, collaboration dominantly appears in the journal articles followed by the emergence of cultural contexts (Österlind, 2018); Tian & Risku, 2019) that accommodate local traditions or actions for global

transformative effects. The development of culture (Ferrández-Berrueco, Kekale, & Devins, 2016) is an integral part of work-based learning. Besides, critical thinking is based on socio-cultural contexts, communities of practices, interaction and communication (Laksov & Tomson, 2017), engagement (Lafton & Furu, 2019; Niesche, 2018; Green, 2018), and challenges (Niesche, 2018; Algers, Lindström & Svensson, 2016; Nevalainen, Lunkka & Suhonen, 2018), as evidenced in the following table.

Table 6. Relationships between work-based education and educational leadership in the journal articles

Relationships between work-based learning and educational leadership	The number of articles	References
Collaboration	5	Garnett (2016), Yada & Jäppinen, (2019), Alvunger (2015), Toledano-O'Farrill (2017), Normore & Lahera (2019)
Cultural contexts	4	Österlind (2018), Ferrández-Berrueco, Kekale, & Devins (2016), Tian & Risku (2019), Laksov & Tomson (2017)
Engagement	3	Lafton & Furu (2019), Niesche (2018), Green (2018)
Challenges	3	Niesche (2018); Algers, Lindström & Svensson (2016); Nevalainen, Lunkka & Suhonen (2018)

5. Conclusion

This research puts more emphasis on the systematic review of journal articles on work-based learning and educational leadership in different countries in the last five years (2015-2020). Pertinent theories outline qualities of work-based learning and leadership education and to what extent they correlate to each other as praxis concerning the importance of collaboration, learning flexibility, engagement, and socio-cultural contexts in higher education.

Work-based learning describes a wide range of qualities concerning socio-cultural contexts of education, engagement in workplace circumstances, and learning challenges. Moreover, learning transformation seeks to appreciate cultural values that provide a pathway for cooperation, autonomy and lifelong learning in several communities of practice. Related organizations also promote work-based learning potentials that emerge from learning quality, active participation, authentic experiences, multi-disciplinary skills, technology-enhanced learning, pedagogical beliefs, and work flexibility.

Educational leadership, as reflected in the journal articles, is mainly concerned with leadership formation through the lens of leadership roles, leadership emancipation or gender justice. This truism can be subsumed under role models [*qudwa hasana*] in Islamic leadership that go hand in hand with leadership features

namely collaboration, engagement, mentoring roles, affective qualities, knowledge creation and problem-solving. Work-based learning has a significant correlation to educational leadership in terms of engagement, collaboration, learning flexibility, and cultural contexts in the 21st century.

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