**Promoting work-based learning as a praxis of educational leadership in higher education: a global perspective**

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**Abstract.** This study outlines contributions of work-based learning to the praxis of educational leadership in higher education. The research method is mainly concerned with a systematic review of literature through which relevant published articles on work-based learning and educational leadership were mapped out 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 learning, 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 leadership, and leadership roles including engagement, collaboration, affective qualities and mentoring, problem solving and knowledge creation. Both work-based learning and educational leadership correlate to each other in terms of some qualities such as collaboration, cultural context, engagement and learning flexibility.

**Keywords:** *Work-based learning, educational leadership, higher education, collaboration, mentoring, role models*

1. **Introduction**

In recent years, there has been an increasing interest in work-based learning and its dominant contribution to the future of higher education. Overton and Lemanski (2016) argue that work-based learning has a major element that shapes the workforce and its futuristic development. Work-based learning is a combination between concepts and experiences within either a traditional or digital domain of learning in the higher education. The evaluation in terms of work-based learning prioritizes performances, skills-enhanced platforms, motivation, personal development and productivity. In light of this insight, work-based learning provides a lifelong way of learning chances for adult learners. This generally accepted principle paves the way for re-conceptualizing pedagogical schemes and new guidelines for sequential designs of curriculum development and pedagogical transformation (Nottingham, 2017).

It is extremely difficult to ignore the existence of work-based learning as to acknowledge the effectiveness of advanced knowledge, skills, and values of partnerships and higher level of learning. Work-based learning differs from common coursework because of the required work-based demands, diversity, participation, different resources and skills, learning environments and continuity of professional experiences (Stewart, Campbell, McMillan, & Wheeler, 2019). This transformative learning is marked by the inclusion of four variables for work-based learning activities, namely the teacher-centered delivery, employer-centered delivery and students’ outcomes with respect to skills, performances, and knowledge (Lemanski & Overton, 2016).

Researchers have shown an increased interest in the impact of educational leadership on the work-based learning recently. As an effective 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, modelling, loyalty, collective responsibility, compassion, containment, flexibility, solidarity, equality, caring, and educational equity (Arar & Haj-Yehia, 2017). A primary concern of educational leadership is critical dialogue and interrogation, diversity understandings, engagement, and problem-solving (Niesche, 2017). The glaring combination between educational leadership and work-based learning leads to the diversity of learners or the sensitivity for diversity (Arar & Haj-Yehia, 2017), deliberate engagement and enquiry, democracy, continuous change, assuring quality, securing accountability, working with and for the community (Davids & Waghid, 2018).

Educational leadership has emerged as a powerful influence for work-based learners in that they pursue knowledge on human resources, manage or advocate extra-curricular activities (Davids & Waghid, 2018), “fairness and morality in discourse between educators and learners” (Arar & Haj-Yehia, 2017), affective qualities, mentoring and empowering, action-orientation, 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 doing 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 conceptual theoretical ground based on the research questions, as follows:

1. What qualities does work-based learning describe in higher education?
2. What qualities does educational leadership describe in higher education?
3. To what extent does work-based learning correlate to the praxis of educational leadership in higher education?
4. **Literature Review**

**Work-based learning**

Work-based learning evolves over time in a wider 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 learning media or other related facilities leads to transformation in relation to 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.

In fact, work-based learning is a strategic action to establish “a 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, 2018) 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-centred learning, learner-centred learning and employer-centred learning. Discipline-centred learning focuses on learning and teaching innovations, students’ engagement in work-related problems, experiential learning, preparatory curricula, situated learning and subject-specific platform of learning (Nottingham, 2016; Sin, 2015 & Kullmann, 2016). Learner-centred learning emphasizes learners’ active involvement, learning by doing, situated knowledge acquisition (Nottingham, 2016; Lee & Branch, 2017), a learner-centred instruction approach (Altay, 2013; Brinkmann, 2018; & Kenna, 2016), flexible learning projects with the small scale community projects (Mitchell, 2019). Employer-centred 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, *et al*., 2016), 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 describes the qualities of social media use “as a way of reviewing the inquiry process with peers” (Nottingham & Akinleye, 2014), promoting acknowledgment and respect towards “the possibility of a wide range of learning experience” (Nottingham & Akinleye, 2014), and “a formal theoretical framework” (Talbot & Lilley, 2014) through delivery mechanisms of lectures, workshops and tutorials. The curriculum also puts forward “a learner-centred strategy” (Nottingham & Akinleye, 2014) highlights employment as a noticeable target of work-based learning through a critical pedagogy and job-related experiences. For this reason, it is important to enhance practical knowledge, the use of social networking, media, and the facilitation of positive learning environments (Talbot & Lilley, 2014).

**Educational Leadership**

A large number of researchers assess the significance of educational leadership. Davids and Waghid (2018) 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 not expected to be manipulative, selfish and discriminative (Oplatka & Tako, 2009) in carrying out the leadership profession. In addition, 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 key issue in educational leadership obviously accentuates “metapratices” (Wilkinson et al, 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 metapratices within a global demand that words and actions must go hand in hand in every contextual leadership role.

The urgent need nowadays is that the educational leadership is more likely a role model that potentially drives students to be future leaders deplete with creativity and other leadership challenges (Staunaes, 2011). In what follows, educational leadership evolves in contextual cultures including the higher education environments where students learn to instil a cross-cultural understanding and appreciate indigenous values (Blakesley, 2008). For the sake of a long-term sustainable educational leadership, learning processes are carried out to 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 (Staunaes, 2011). In other words, educational leadership promotes cultures as a local system of values-based appreciation and inculcation. Higher education is a place where the future leaders learn and where digital citizens transform technologies into leadership roles to play.

In the wake of global educational leadership, a growing concern on innovation and creativity (Waite, 2017) is of interest in shaping a set of standards for the 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. In fact, the community-based platform of leadership advances the community equity that sustains the capacity for values, ethics, related knowledge and skills (Green, 2017).

1. **Research Method**

As a systematic review of literature, relevant published articles on both the work-based learning and educational leadership were determined using research guidelines namely (1) eligibility criteria; 2) the source of information; 3) data selection stages; 4) data collection processes; and 5) data analysis.

**Eligibility Criteria**

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

Criterion 1: 40 original published articles, each of which was open access (an online platform) over the last 5 years (2014-2019) within the timeframe of research. Using English, they were published in reputably indexed journals and the publication content areas were the work-based learning and educational leadership. This criterion was set to facilitate the accessibility of research data.

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

**Data Selection Processes**

Research data were selected through the following stages:

1. Cross-checked the key 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 the eligibility criteria including the appropriate year of publication, indexes, and the relevance of issues under discussion. As a result, 40 articles were selected considerably – 20 articles discussed the work-based learning, and 20 articles 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 guidelines of a systematic review of articles. This aims to sustain the objectivity in mapping out 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 qualities in journal articles

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Theme Framework | Notions 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 |  |
| 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 components of data analysis were described involving the theme framework and its detailed specifications as shown in the following table.

Table 2. A sample of educational leadership qualities in journal articles

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Theme Framework | Notions 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, 2017 |  | Israel |  |
| Transformative roles | To inspire the world in terms of personal, relational, institutional and global scopes of educational leadership | Quantitative | Laksov & Tomson, 2016 |  | Sweden |  |

Third, to answer the third research question, it was imperative for the researchers to specify to what extent work-based learning correlates to the praxis of educational leadership. Therefore, a series of reviewing activities were undertaken step-by-step to criticize core issues and their relevant classifications, as shown in the table below.

Table 3. A sample of correlations between work-based learning and educational leadership in journal articles

|  |  |  |
| --- | --- | --- |
| Correlations between Work-based learning and educational leadership | The number of articles | References |
| Collaboration | 5 | Garrett (2016), Yada & Jappinen (2018), Alvunger (2015), Welton, Mansfield & Lee (204), Normore & Lahera (2018) |
| Cultural contexts | 4 | Österlind (2018), Ferrández-Berrueco, Kekale, & Devins (2016), Tian & Risku (2014), Laksov & Tomson (2016) |

1. **Findings**

**Qualities that Describe Work-based Learning around the World**

The systematic review of international journal articles on work-based learning in Ghana, Australia and 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 is set to put forward topical areas, explorations and their contextual use in organizations and communities of practices. 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 considerably.

Key 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 in which knowledge of real experiences is constructed ((Zhang, Yin, David, Xiong & Niu, 2016) and learning challenges to study independently, share and organize duties (Nevalainen, Lunkka & Sukonen, 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 situations of learning urgently 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 is artistically framed to rearticulate 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’farril, 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.

Basic pillars of work-based learning as reflected in the UK’s and USA’s higher education entail multidisciplinary contexts to develop professional skills, learning quality, authentic experiences and culture (Gerhardt, 2018; Ferrández-Berrueco, Kekale, & Devins, 2016), and corporate governance that 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.

Pedagogical beliefs behind the work-based learning generates entrepreneurial, managerial and technical skillsets (Lloyd, Martin, Hyatt & Tritt, 2018), transfer of knowledge, learning 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.** The qualities of work-based learning around the world as discussed in journal articles

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Theme Framework | Notions 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 |  |
| 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, learner-centred and managed learning | Literature review | Garnett, 2016 |  | UK |  |
| 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’Farril, 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, 2018 |  | UK |  |
| Basic 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 |  |
| Key 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, 2018 |  | USA |  |
| Pedagogical beliefs | To transfer knowledge, learning and reflective practice | mixed | Abukari, 2014 |  | UK |  |
| 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 |  |

**Qualities of Educational Leadership in Global Higher Education**

Educational leadership in the 21st century is touted as part of character building education program. China, for example, has initiated what is so-called de-gender leadership that sustains leadership emancipation and gender justice (Ma & Shouse, 2019). In Israel, educational leadership is closely connected 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, 2017). Meanwhile, educational leadership has a transformative role to play in Sweden, namely inspiring the world through personal, relational, institutional and global scopes of leadership (Laksov & Tomson, 2016).

Educational leadership roles in Australia, USA, Norway and Sweden deal with leadership toward outcomes by maintaining the missions of organizations (Simons & Harris, 2014), engagement that encourages cooperation among students and learners as social actors (Niesche, 2017) in learning to perform professional actions, initiatives and mentoring roles (Waaland, 2015), cognitive development based on socio-cultural contexts of learning, communities of practices, interaction and communication (Laksov & Tomson, 2016).

The characteristics of educational leadership in Sweden, Australia, USA, Finland, and Canada include collaboration, sharing, cooperation, and interaction (Yada & Jäppinen, 2018) in relation to “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 the leadership preparation as a gateway to develop leadership skills (Normore & Lahera, 2018), 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” (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, 2014). 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 practices of curriculum reform and instructional leadership in part depend on students’ engagement, problem solving and knowledge creation (Niesche, 2017) as reflected in the Australian higher education. Educational leadership qualities in USA and Indonesia comprise strengthened solidarity, partnership, engagement, values, knowledge and skills (Green, 2017), creativity, development of talent people, positive work environments, creativity and innovations (Amtu, Siahaya & Taliak, 2019; Waite, 2017), as shown in the table below.

Table 5. Qualities of educational leadership around the world as described in journal articles

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Theme Framework | Notions 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, 2017 |  | Israel |  |
| Transformative role | To inspire the world in terms of personal, relational, institutional and global scopes of educational leadership | Quantitative | Niesche, 2017 |  | Australia |  |
| Leadership roles | To exercise leadership toward outcomes, maintain the missions of organizations | Qualitative | Simons & Harris, 2014 |  | Australia |  |
| Leadership practices | To uphold collaboration and interaction, articulate moral and value-based aspects | Quantitative | Alvunger, 2015 |  | Sweden |  |
| Mutual empowerment | To foster cooperation, interaction, assessment and reflection | Quantitative | Welton, Mansfiled & Lee, 2014 |  | USA |  |
| Instructional leadership | To encourage effective 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, 2018 |  | USA |  |
| Main characteristics of educational leadership | To promote affective qualities, mentor and empower actions, teaching excellence, research and scholarship | Case study | Fields, Kenny & Mueller, 2019 |  | Canada |  |
| Learning autonomy | To accentuate learning independence, professional actions, initiatives and mentoring roles | Quantitative | Waaland, 2015 |  | Norway |  |
| Situated practices | To prioritize quality outcomes, institutional self-reliance, flexibility and innovations | Qualitative | Simons & Harris, 2014 |  | Australia |  |
| Distributed leadership | To support the curriculum reform that prioritizes inclusion, multidisciplinary learning, student-centred assessment and operational culture | Mixed | Tian & Risku, 2014 |  | Finland |  |
| Educational leadership roles | To develop thinking, initiate learning based on socio-cultural contexts, communities of practices, interaction and communication | Qualitative | Laskov & Tomson, 2016 |  | 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, problem solving and knowledge creation | Literature review | Niesche, 2017 |  | Australia |  |
| Educational leadership qualities | To pay attention to solidarity and partnership, sustain engagement, values, knowledge and skills | Literature review | Green, 2017 |  | USA |  |
| Educational leaders | To encourage creativity, develop talent people, build a positive work environment, and capture opportunities for innovations | Qualitative | Amtu, Siahaya & Taliak, 2019 |  | Indonesia |  |
| Special issues in educational leadership | To maintain creativity and advance innovations | Literature review | Waite, 2017 |  | USA |  |
| Qualities of educational leadership | Cooperation, sharing, collaboration and interaction | Systematic review | Yada & Jäppinen, 2018 |  | Finland |  |

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

Both educational leadership and work-based learning emphasize collaboration. To create learning flexibility, it is necessary for students and instructors to 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, 2018) 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, 2018; Melton, Mansfield & Lee, 2014). In other words, collaboration dominantly appears in journal articles followed by the emergence of cultural contexts (Österlind, 2018; Tian & Risku, 2014) 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. In addition, critical thinking and learning activities are mainly based on socio-cultural contexts, communities of practices, interaction and communication (Laksov & Tomson, 2016), engagement (Lafton & Furu, 2019; Niesche, 2017) and learning flexibility (Wall, 2017; Simons & Harris, 2014) as evidenced in the following table.

Table 6. Correlations between work-based learning and educational leadership in journal articles

|  |  |  |
| --- | --- | --- |
| Correlations between Work-based learning and educational leadership | The number of articles | References |
| Collaboration | 5 | Garrett (2016), Yada & Jäppinen (2018), Alvunger (2015), Welton, Mansfield & Lee (204), Normore & Lahera (2018) |
| Cultural contexts | 4 | Österlind (2018), Ferrández-Berrueco, Kekale, & Devins (2016), Tian & Risku (2014), Laksov & Tomson (2016) |
| Engagement | 2 | Lafton & Furu (2019), Niesche (2017) |
| Learning flexibility | 2 | Wall (2017), Simons & Harris (2014) |

1. **Conclusion**

This research puts more emphasis on the systematic review of journal articles on the work-based learning and educational leadership in different countries that are relatively updated over the last five years (2014-2019). Pertinent theories outlines qualities of work-based learning and leadership education and to what extent they correlate to each other as a praxis with regard to the importance of collaboration, learning flexibility, engagement and socio-cultural contexts in the higher education.

Work-based learning describes a wide range of qualities with regard to socio-cultural contexts of learning, engagement in workplace circumstances, and learning challenges. Moreover, learning transformation is set to appreciate cultural values that provide a pathway for cooperation, autonomy and lifelong learning in a number of communities of practices. 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 qualities namely collaboration, engagement, mentoring roles, affective qualities, knowledge creation and problem solving. In fact, 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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