

## **INNOVATION ANTECEDENTS AND THE SCHOOL AS A LEARNING ORGANIZATION**

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## **Introdução**

Contemporary schools face the challenge of adapting to dynamic social and educational contexts. Increasingly, they are expected to become learning organizations. This study investigates how innovation antecedents contribute to the development of SLO dimensions, using a case study of a small private school in Florianópolis, Brazil, which has been under the same leadership since its foundation and is known for its innovative culture.

## **Problema de Pesquisa e Objetivo**

The study seeks to answer: how do innovation antecedents influence the development of a school as a learning organization? The objective is to analyze this relationship through a qualitative case study, articulating two theoretical models—Silva & Di Serio's Behavioral Innovation Framework and the eight dimensions of the SLO model by Kools et al. (2020)—to understand how innovation is sustained in small educational institutions.

## **Fundamentação Teórica**

The study is grounded in two frameworks. The Behavioral Innovation Framework (Silva & Di Serio, 2019) classifies innovation antecedents into personal traits, business characteristics, and behavioral intentions. The SLO model (Kools et al., 2020) outlines eight dimensions—such as shared vision, professional learning, and inquiry culture—that characterize schools capable of learning and adapting. The articulation supports a holistic understanding of innovation in school contexts.

## **Metodologia**

This is a single-case, qualitative, descriptive, and cross-sectional study. Data were collected in a private school through semi-structured interviews with ten staff members, direct observation, and institutional documents. Data analysis followed Bardin's content analysis technique, supported by NVivo 11 software. A priori categories were established based on the two theoretical frameworks, enabling structured coding and interpretation aligned with the study's objectives.

## **Análise dos Resultados**

The founder's personal motivation and leadership were key in shaping a shared vision and a strong culture of collaboration and innovation. Business characteristics such as team planning and horizontal structure supported professional learning and external engagement. Barriers—like informal record-keeping and resource limitations—hindered knowledge dissemination and external partnerships, showing how antecedents interact with SLO dimensions in both enabling and limiting ways.

## **Conclusão**

Innovation antecedents—especially personal characteristics of the founder and her engagement with the school's mission—were critical to developing SLO dimensions. Leadership, organizational flexibility, and a collaborative environment fostered inquiry and innovation. However, barriers such as limited resources and lack of formal systems constrained development. The articulation of both models provided a valuable tool for understanding innovation in small schools.

## **Contribuição / Impacto**

The study contributes to the field by offering a conceptual and empirical articulation between innovation antecedents and SLO dimensions. The analytical model may be used as a diagnostic and planning tool by school leaders. It addresses a gap in research on innovation in small educational institutions and highlights how leadership, structure, and culture influence the formation of sustainable, learning-oriented organizations.

## **Referências Bibliográficas**

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