

The Pathways to Resilience Research Project (New Zealand):
Whāia to huanui kia toa

The Active Translational Engagement (ATE) Model

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The ATE model

In the course of Youth Transitions Research, the research team have developed a model for working collaboratively with social service organisations to embed research findings into practice. The translational model: Active Translational Engagement (ATE) emerged directly from youth tracking processes and focus groups in the research. It has subsequently been refined through ongoing engagement with key end-users such as NGO and government organisations that work with vulnerable youth. ATE maximises the uptake of research findings into policy and service settings. It is an overarching translational approach that informs continuous service improvement that can be adopted by other researchers. The four components are:

1. Peer Review

An evolving formative dialectical process of ongoing feedback loops between practice/policy personnel and researchers. Service providers peer review findings, with a specific focus on implications of the findings for their work. Documents are then produced as a series of technical reports and plain English versions of findings. The peer review process then provides a mechanism for discussions with policy and practice personnel about how to apply the findings in their own policy and practice environments.

2. Digital Information for Practice

Following Peer Review, small, targeted products are collaboratively produced by researchers and practitioners that demonstrate how the research findings can work in practice. These are loaded onto the project website (www.youthsay.co.nz) for easy access for researchers, policy makers and practitioners.

3. Advice, Consultation, Development and Communication

This translational component involves a range of sustained and engaged 'mentoring' relationships. Service improvements occur through the systematic spread of applied findings by ongoing engagement with services. This engagement creates safe, protected places where practitioners learn how to evolve their practice, to form meaningful relationships with each other and the youth in their care.

4. Practitioner Development (front line workers, educators, managers and policy)

Practitioner Development is the delivery of intensive onsite training to multi-sectoral groups (NGO, iwi, statutory). This involves face to face, transformative practice programmes that emphasise the practice of new skills, opportunities to learn how to transfer knowledge and skills, and building networking relationships that can be drawn on for ongoing support. This element also involves the presentation of research findings in University under-graduate and post-graduate teaching in social policy, social work and health and social service programmes. The transformative workshops are augmented by information located on the project website (www.youthsay.co.nz).

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