

CONCO>E  
TŪHURA



**Case Study:**  
**Cook Brothers Construction**  
**Apprenticeship Academy**





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## Acknowledgements

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# Executive Summary

## Purpose

This case study showcases the Cook Brothers' Construction Apprenticeship Academy. We describe the Academy's model and provide insights on the impact it has had on Apprentices - past, current, and future, and the wider Cook Brothers' team.

We conducted a series of interviews with current apprentices and Cook Brothers' staff, including carpenters, leading hands, site managers, and senior executives. These interviews looked to capture their thoughts and insights into the apprenticeship programme, what makes it unique, how it supports apprentices, potential improvements, and the overall value it adds to Cook Brothers as a business.

The case study also highlights the programme's key benefits and challenges and provides recommendations for the Construction industry and vocational education system to design and improve apprenticeship models.

## Introduction

In 2020, Cook Brothers Construction was selected as one of the five institutions to receive funding under the Provincial Growth Fund Scheme.

Through this funding, Cook Brothers was committed to establishing an academy-style learning model supporting a nationwide network of apprenticeships. Dubbed "The Academy", the Cook Brothers team sought to produce the best apprentices in New Zealand by fostering the growth and development of skilled professionals in the construction sector. Guided by a clear vision of transforming the industry, Cook Brothers Construction aspires to become the leading Apprenticeship Academy in New Zealand.

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***“We aim to be the Ivy League apprenticeship programme for New Zealand”***

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Through the Academy, the company aims to cultivate a highly skilled and knowledgeable workforce, by providing comprehensive training and hands-on experience for their apprentices, empowering them with the necessary skills and expertise to tackle the challenges of the modern construction landscape.

# Overview of the Academy model

## Finding the right apprentices: the recruitment process

Cook Brothers primarily recruits apprentices who have completed either a Polytechnic Pre-Trades programme or He Toki Carpentry Trades Training programme. Both programmes lead to the New Zealand Certificate in Construction Trades Skills, Level 3.

He Toki Carpentry Trades Training programme is specifically designed for Māori and Pasifika learners, incorporating Te Reo Māori, Tikanga, and Māori mentorship concepts into its structure.

As part of these programmes, students are required to complete work experience, which provides Cook Brothers an opportunity to assess the commitment and skills of potential apprentices. Additionally, it allows the apprentices to gain insights into the construction industry and learn more about Cook Brothers as a potential employer.

Cook Brothers has sites located in Dunedin, Queenstown, Wanaka and Central Otago, Christchurch and Auckland. The Academy is a nationwide initiative; however, due to the restrictions imposed by the PGF, the funding is only applied to Dunedin, Queenstown, and Southern Lakes apprentices. Cook Brothers independently finances apprenticeships at their other locations.



When an apprenticeship position becomes available, Cook Brothers offers the role to individuals who have successfully completed the Level 3 programmes and demonstrate a positive attitude, team culture fit, and foundational skills and knowledge.

Once employed as apprentices with Cook Brothers, they are enrolled in the Level 4 New Zealand Certificate in Carpentry, which is a 3–4-year programme. Their formal training agreement, assessments, and support are managed by the local Polytechnic, either through ITAB (Industry Training Association Building<sup>1</sup>) or BCITO, as part of Te Pūkenga.

To kick start the apprentice's career and start them off on the right foot, Cook Brothers also uses PGF funding to provide apprentices with their first set of basic tools.

## The Apprentice Development Coach

What sets the Academy programme apart from other apprenticeship programmes is the appointment of an Apprentice Development Coach (ADC). The role of the ADC is to manage the programme and provide wrap around support for apprentices to help guide them through their apprenticeship journey.

The components of this role include:

- Manage the overall apprenticeship academy.
- Provide pastoral care for apprentices.
- Track each apprentices learning/training plan and ensure they are achieving credits and moving towards completion.
- Work with the wider Cook Brothers team to assist in supporting the apprentices.
- Organise further learning opportunities for apprentices outside of their immediate on-the-job learning.
- Help with any questions apprentices or other team members have about their programme.
- Support apprentice's personal and career aspirations.
- Undertake ongoing maintenance, regular evaluation, and improvements to the apprenticeship programme.

## Learning and assessment process

The programme follows a fairly standard construction apprenticeship model where apprentices learn and practice skills on the job, guided by fully qualified carpenters, leading hands and/or site managers.

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<sup>1</sup> From 2023 ITAB has ceased operating due to competition with Te Pūkenga's network. All currently enrolled ITAB Apprentices are continuing to be supported by ITAB through to completion.



Apprentices document their completed tasks using a mobile app to build an evidence portfolio including written notes to demonstrate their understanding. Their workplace assessor, from either ITAB or BCITO, reviews their progress, confirming and signing off on competencies through reviewing the evidence portfolio, written work

and discussions with the apprentice, and their wider team.

The ADC acts as a liaison with Polytech assessors, offering valuable insights into each apprentice's progress and needs prior to their assessments. By working with assessors, the ADC ensures that they have a comprehensive understanding of each apprentice's development, enabling them to conduct thorough and better-informed assessments.

While Polytech assessors and training advisors also offer pastoral care and advice to apprentices, the ADC is more deeply embedded in the organisation. They understand the nuances of the organisation, know the wider team and can be more readily available to apprentices when they need immediate support.

## Creating an 'elite' Apprenticeship Academy

### The Apprenticeship Development Coach is the lynchpin

In interviews for this report, all spoke to the significance of having an Apprenticeship Development Coordinator (ADC), noting that this role is crucial to the success of the apprenticeship academy. The ADC plays a pivotal role in managing the academy and offering comprehensive support and guidance to apprentices throughout their training, thereby ensuring their success.

The ADC plays a crucial role in the following areas:

**Management of the programme:** The ADC is responsible for the day to day running of the apprenticeship programme. This includes tracking the progress of apprentices through their apprenticeship, developing the Academy's content, scheduling visits with apprentices, acting as the point of contact for the programme, and celebrating apprentice's successes and achievements.

**Pastoral care:** The role places a lot of focus on pastoral care of apprentices. This means ensuring apprentices are being looked after on site, ensuring apprentices understand the jobs requirements,

setting workplace expectations, supporting their learning, and helping them navigate any issues that may arise.

**Skill Development:** Through mentoring, coaching, and constructive feedback, the ADC helps apprentices develop the specific skills and knowledge required for the construction industry. This includes facilitating demonstrations, bringing in experts, and working with the business to provide opportunities for apprentices to work on the skills/knowledge required to complete the apprenticeship.



They also help apprentices to gain the additional certificates and learning they need. For example, site safe certificates, elevated work platform training or driver licences.

The Cook Brothers' Academy programme also takes a comprehensive approach to apprentice development, extending beyond the requirements of the apprenticeship itself. The company recognises the importance of nurturing the apprentice's growth both inside and outside of the workplace.

To achieve this, the ADC helps set individual goals for each apprentice. These goals may encompass various aspects of their lives, such as:

- Professional and personal growth and self-improvement
- Physical fitness and well-being
- Skill and knowledge development in areas of interest

For example, one apprentice expressed a desire to participate in a half marathon, the ADC subsequently arranged for a nutritionist to guide the apprentice through proper preparation and training.

Through this comprehensive approach, the Academy programme ensures that apprentices not only acquire the necessary technical on-the-job skills but also develop a well-rounded perspective. They foster personal growth and championing a commitment to lifelong learning.

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***“We decided we wanted to focus, not just on carpentry, but on how to be a good human”***

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This holistic goal-setting approach is also being extended to the wider Cook Brother's team as part of their investment in training for all employees across the company.

**Knowledge Transfer:** As a former carpenter with industry experience, the ADC possesses first-hand knowledge and best practices that can be passed on to apprentices. While not directly involved in on-the-job training, the ADC's industry knowledge assists apprentices in understanding the nuances of the work.

He also provides additional training for apprentices that support their on-the-job learning. As examples they arrange:

- night classes via the polytechnics where outside tutors present classes on various aspects of building.
- site visits where apprentices can be exposed to new, interesting, or different construction techniques to provide a range of experiences.
- resources or advice to site managers and foremen to help them support the apprentices learning and check that they understand the basics of the job.
- extra information on building themes for apprentices. They have created the Chippy 101, a monthly newsletter focussing on developing and building apprentices knowledge<sup>2</sup>.

**Confidence Building:** The ADC provides support and encouragement to help build an apprentice's confidence. This support helps apprentices learn and grow under guidance, becoming more self-assured in their abilities.

The ADC has also been instrumental in providing other opportunities for apprentices. For example, several of the Cook Brothers apprentices have been involved in the Apprentice of the year competition, often placing near the top. This helps develop the apprentice's confidence and demonstrates the commitment from Cook Brothers to support and build the profile of their apprentices.

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***“Matt has been with us about three years and in that time, I’ve noticed a huge difference in our apprentices, just a lot more confidence, a lot more open and we’re seeing their skills develop a lot quicker”***

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<sup>2</sup> An example copy of Chippy 101 is in Appendix One.

**Career Guidance:** The ADC can provide advice and guidance on career pathways within construction, helping apprentices understand their career progression options within the industry and make informed decisions about their future professional development.

Other team members are also available for apprentices to shadow when and where appropriate. This helps to give the apprentice an understanding of all the roles and career pathways available within the construction industry. The career progression opportunities were also evident at Cook Brothers, with many senior staff having progressed from the tools to management positions. Apprentices are aware of these career opportunities and Cook Brothers actively supports their team to progress.

Through their range of activities, the role of the ADC is essential to the success of the apprenticeship programme, and the 'secret sauce' of the Academy model. The ADC serves as the cornerstone, acting as the single point of contact for all matters related to the apprenticeship, and both adding value by what they do, and reducing administrative burden on others through their work.

The ADC has cultivated strong relationships with all the apprentices and the construction teams they work with. This holistic approach to learning, development, coaching, and mentoring is one of the key drivers behind the programme's success. Moreover, the presence of a dedicated ADC alleviates the pressure on carpenters and site managers when it comes to supporting apprentices. With an ADC in place, other team members can focus on their primary responsibilities while simultaneously serving as mentors and on-the-job instructors for the apprentices.

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***“It takes a bit of pressure off myself and the site managers, it helps to have someone else to do it”***

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The ADC's role extends beyond mere coordination; it encompasses a comprehensive approach to nurturing and guiding apprentices throughout their journey. By fostering strong relationships, providing personalised support, and facilitating a conducive learning environment, the ADC ensures that apprentices receive the necessary tools and guidance to succeed.

**Succession Planning:** Succession planning for the ADC role has been given some initial thought, with the programme fully documented and laid out. Next steps include upskilling team members who could support the apprentices via a 'train the trainer' model. This approach would significantly benefit the Cook Brothers team and the apprentices they support.

Given the pivotal role of the ADC in Cook Brothers' operations, this succession planning is crucial. If the ADC were to leave Cook Brothers, finding someone with a similar skill set and effectiveness

would be imperative. The ideal ADC should have experience in the construction industry or a good working knowledge of the industry, be well-organised, have excellent relationship management skills, and have a good understanding of vocational education and how the system works.

## **Leading from the top creates a positive team culture**

When asked *'what is the best thing about working for Cook Brothers?'*, nearly everyone interviewed said it was the positive team culture and the people. This culture driven from senior leadership down.

The management team confirmed that it is a conscious decision to build a strong, positive team culture at Cook Brothers, which is fundamental to its aim to be the best construction company in Aotearoa.

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***“One team with the desire to take on the world, transform the construction industry and cement ourselves as a national leader”***

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The 'one team' concept is applied throughout the organisation including senior leadership and directors, who all actively engage with employees at all levels and lead by example.

The company's ideals are permeated throughout, with many of those interviewed talking about the organisational values such as working 'above the line' a concept which promotes taking responsibility, accountability, and ownership. Shared language to deal with change and challenges, where people can 'reset' also provides the team with space, time, and language they need to step away, breathe and return to work calm.

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***“I saw a builder the other day, he was getting a bit angry, then someone said to him: ‘look mate, just go, and reset’. Everyone’s pretty chill with it if you need to go and take five minutes.”***

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Team culture is also evident during the recruitment process for apprentices. Potential apprentices are encouraged to join the wider team at social events during their work experience. This gives the organisation an opportunity to get to know the potential apprentices, and vice versa, before hiring them ensuring there is a mutual culture fit.

## Companywide training

Cook Brothers also demonstrates a strong commitment to employee development, operating a generous training budget across all staff levels. The company organises and facilitates various professional development opportunities including:

- a Building Leaders programme designed for qualified carpenters aspiring to become leading hands.
- project management courses for site managers.
- construction management training for project managers.
- companywide strength profiling to identify individual strengths and overcome weaknesses.

The company's philosophy is that investing in employee skills and knowledge yields better overall returns and enhances the quality of construction projects.



## Apprentices' experience of the Academy

Cook Brothers currently employ 32 apprentices throughout their construction sites. Apprentices are at various places in their apprenticeships from first year apprentices to final year apprentices.

Currently there are two female apprentices employed by the company, and they are keen to increase this. One of these apprentices will complete her apprenticeship later this year and will become a carpenter employed at Cook Brothers. These women reported largely positive experiences

through their apprenticeship experience, and when asked, did not raise or report any specific issues relating to being female in a male-dominated industry.

Overall, current apprentices had positive attitudes to the programme and their experience in working for Cook Brothers.

## Insights from interviews

### Apprentices value the support offered by the ADC

The apprentices find the support provided by the ADC throughout their apprenticeship particularly helpful. Typically, the ADC visits each apprentice one or twice a month to check-in, guide them through the requirements of their learning plan, address any questions, resolve challenges, and monitor their progress. The ADC also helps coordinate with the assessors from BCITO or ITABs to provide clarity or information on the assessment requirements for apprentices if they need it.

During these meetings, the ADC takes the time to get to know each apprentice, gaining a comprehensive understanding of their individual needs inside and outside of work. Where needed, the ADC will work with the apprentice to set both professional and personal goals and can arrange additional training opportunities as necessary.

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*“I like it cos they help you outside of work as well, they don’t think oh you’re just builders we’re not gonna help you”*

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The apprentices report that having a dedicated mentor who consistently engages with them and provides support was crucial to their overall experience at the Academy and is really appreciated.

A significant advantage is that the ADC role has a mentor status and function: they aren’t ‘the boss’, or someone hired to oversee the construction work, or someone formally assessing them. This fosters openness. The ADC supports everyone and promotes learning and development, creating a more relaxed and informal atmosphere and allows apprentices and the wider team to open up and provide greater insights. People feel comfortable sharing stories and appreciate the perspective that the ADC offers.

Expanding the capacity of this role should be considered as the Academy grows. While acknowledging the support provided by the ADC, some apprentices mentioned the increasing numbers and noted that the ADC may become stretched thin. Adding additional support or mentors within the program would further enhance the results being achieved.

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*“He’s the helpfulest guy ever, always keen for a yarn, seeing how we are, checking up, making sure we have the right tools and PPE, yeah and just taking care of us like a Dad really”*

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### **Programme structure**

The majority of apprentices indicated that they understood the requirements to complete their apprenticeship. They found the process of collecting evidence and documenting their work straightforward and manageable. When they had questions, most felt comfortable asking the ADC, carpenters, and site managers or working with other apprentices to find solutions or to check their understanding.

However, some apprentices initially needed help gathering evidence for their learning plan and having their skills/competencies signed off by assessors. Providing more assistance upfront could help newer apprentices navigate the learning and assessment process more efficiently.

Apprentices who had previously been apprentices with other construction companies talked about the contrast in their experiences. Several reported that their prior apprenticeship lacked the focus and support they now find with Cook Brothers. They felt the lack of guidance and direction in their previous apprenticeship hindered their progress and limited their training. With Cook Brothers, they found the programme well-planned, supportive, and organised, which better facilitated their learning.

Some apprentices found the additional classes and meetings with other apprentices beneficial and expressed a desire for more such opportunities, particularly hands-on classes where tutors demonstrated skills and allowed them to practice off the job. However, feedback on the Polytech-run night classes was mixed. While some found them useful, others felt they could be taught more efficiently, with less time commitment and more hands-on examples.

### **On-site Support**

Overall, the apprentices reported experiencing a supportive worksite environment, with most carpenters, leading hands, and site managers being approachable when they needed assistance.

Some apprentices reported having developed strong relationships with particular carpenters, foremen or site managers and preferred working closely with them, while others were comfortable seeking guidance from multiple sources.

This is in contrast to the experience of some carpenters who talked about there being a very different culture exhibited towards apprentices 'back in their day'. This negative experience included behaviours like hazing and harassment which isn't tolerated by Cook Brothers.

Leading hands and carpenters also talked about how they enjoyed working with the apprentices helping them learn on-the-job. They viewed it as their opportunity to pass on their knowledge and help shape the next generation of carpenters.

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*“Everyone definitely has their own way of doing things but it’s good to see what they have to bring to the table and what I can bring as well and what I can get off them and what they can get off me.”*

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The ADC shares a copy of apprentices' learning plans to show the team on the site what each apprentice needs to be working towards. This facilitates transparency and peer support. It ensures apprentices are exposed to a variety of skills and opportunities and helps site managers and leading hands prioritise the jobs for apprentices to align with their learning plans

One suggestion was for the ADC to organise additional information to support specific skills learned on the job. For example, if an apprentice acquired a new skill while working alongside a carpenter, they could inform the ADC, who could then arrange further training or information to reinforce that particular skill.

### **Exposure to different Construction Types**

Cook Brothers is primarily a commercial construction company. As such, some apprentices talked about potentially needing to develop skills and experience in areas of construction outside of Cook Brothers' commercial projects, such as residential construction.

Some participants noted that exposure to different construction types could facilitate more comprehensive learning and help them move through their apprenticeship faster, especially for the second and third-year apprentices.

In contrast, other apprentices spoke to the opportunity to move around sites to get the breadth of experience and exposure to different building and construction techniques required for them to complete sections of their apprenticeship.

The ADC also noted that this was part of his role, ensuring apprentices were receiving exposure to different construction areas to help them complete their learning.

### **Apprentices' future aspirations**

When asked about the future career aspirations all apprentices interviewed stated that they wanted to stay within the construction industry. Most wanted to stay with Cook Brothers as they enjoyed working for the company and were keen to gain more experience within the company and progress their careers to leading hands, site managers or project managers eventually.

However, many also said they were also considering moving to Australia once they finished their apprenticeship and gain more experience. Their reasons for wanting to move to Australia included wanting to be closer to family and better pay and lifestyle conditions. They did say however that they wanted to stay in the industry and make sure they had well-developed construction skills before they left.



# Investing in the future: Funding the Academy Model

## Funding of the Academy through the Provincial Growth Fund

The Provincial Growth Fund (PGF) enabled Cook Brothers to design a comprehensive programme focused on providing pastoral care, mentoring, and training support for their apprentices. Cook Brothers received funding over 3 years which is utilised as follows:

- Programme Costs
- Wage Subsidies
- Additional Support
  - Pastoral care covering entire apprenticeship programme
  - Tools, Personal Protective Equipment (PPE), and other safety clothing
  - Certifications and licenses (Safe Site Certificates, first aid, Elevated Work Platform, and driver's licenses)
  - On-site training and off-site formal training (workshops)

### Impact and Outcomes

Through funding from PGF, Cook Brothers Academy, has supported 25 apprentices. The PGF funding allowed Cook Brothers to design and implement their apprenticeship programme more rapidly and comprehensively than they would have been able to without the funding.

While Cook Brothers was already committed to developing the best apprenticeship programme in the country, the PGF funding enabled them to accelerate the process and provide a level of financial comfort to take on more apprentices over a three-year period than they would have otherwise.

The programme's Key Performance Indicators (KPIs) focused on guiding apprentices through the entire apprenticeship process, from induction to completion. The primary KPI for the PGF funding was to support 25 apprentices, which Cook Brothers has met. Despite the conclusion of funding, Cook Brothers has maintained a consistent rate of hiring new apprentices.

### Challenges and Future Prospects

One of the challenges faced by Cook Brothers was the PGF's restriction on taking on apprentices based only in the regions. If this restriction had not been in place, they could have taken on more

apprentices in main centres, like Auckland and Christchurch, potentially enabling them to enrol more apprentices and reach their target numbers faster.

While the PGF funding has ended, Cook Brothers is now investing capital to support its apprenticeship model. They have seen its value to apprentices and the company and are committed to continuing to invest.

The Academy's overall aim is to see the apprentice program continue to grow in scale. This would be made possible with the potential of further government funding. Without this, we may not see the programme expand further; however, Cook Brothers is committed to maintaining its progress.

Regardless, Cook Brothers has found the apprenticeship programme to be highly successful, benefiting both the company and the apprentices. They are committed to continuing the investment, as they believe it is *"110 per cent"* worth the effort.

## In summary

In summary, the Cook Brothers Apprenticeship Academy provides a compelling example of how a well-structured, comprehensive, and supportive apprenticeship programme can benefit both the company and its apprentices. The Academy's success is largely attributed to the critical role of the ADC, who provides essential pastoral care, mentoring, and guidance to apprentices throughout their journey. The strong leadership and commitment from Cook Brothers' management team has also been instrumental in fostering a positive team culture and driving the success of the apprenticeship programme and the organisation as a whole.

The report highlights the importance of creating a supportive work environment, fostering continuous learning and development, and ensuring apprentices receive exposure to diverse construction experiences. By investing in their apprentices and the Academy model, Cook Brothers has demonstrated its dedication to developing a highly skilled workforce and positively contributing to the construction industry.

To drive systemic change and improve the overall quality of apprenticeship programmes in New Zealand, it is crucial for the construction sector to collaborate, share best practices, and advocate for increased support and resources.

The Cook Brothers Apprenticeship Academy can serve as an inspiration and example for how the construction industry can invest in the skills, knowledge, and well-being of its apprentices. By investing in the future of their workforce, companies can not only address the skills shortage but also cultivate a culture of excellence, innovation, and growth within the sector.

## Recommendations

For companies looking to replicate Cook Brothers' Apprenticeship programme, and to support systematic changes in the sector, it is recommended to:

- Employ an Apprenticeship Development Coach (ADC) that can maximise the effectiveness of the apprenticeship programme.
  - Ideally, they should possess relevant industry knowledge, demonstrate excellent communication and organisational skills, and understand the education system. The ADC should be able to work closely with apprentices and site managers, provide support, troubleshoot issues for all stakeholders, and show a genuine passion for training and youth development. By investing in a qualified ADC, will ensure a well-managed apprenticeship programme that fosters growth and success for both apprentices and the company. Large companies with 25 plus apprentices should consider employing or upskilling more than one ADC.
- Cultivate a supportive company culture with a focus on companywide learning and development.
  - A focus on creating a positive team environment that is underpinned by learning and development is instrumental in driving the success of both an apprenticeship programme and the organisation as a whole. To achieve this, we suggest demonstrating a strong commitment to employee development across all staff levels. Additionally, investing in leadership development ensures a pipeline of capable leaders who can support the growth of apprentices and contribute to the overall success of the business.
- Develop a structured learning approach to support the apprenticeship programme.
  - Implement a comprehensive and transparent training programme that combines on-the-job learning with formal classroom instruction. This should cover both technical and soft skills relevant to the industry and be developed in collaboration with the managing education provider, the apprentices' assessor, and ADC, site managers, and other mentors.
- Consider implementing an Apprenticeship Support Network.
  - As noted above, key to the success of the Cook Brothers model is the ADC role. This report explores the key role the ADC plays in managing the overall apprenticeship academy and in supporting apprentices through their learning. For companies looking to recreate the Cook Brothers Academy model hiring an ADC would be essential. However, employing an ADC is expensive especially during industry

slowdowns. Consideration could therefore be given to implementing an Apprenticeship Support Network, similar to the model supported by the Australian government.

This Apprenticeship Support Network could be implemented at a regional level to maximise support services and could be funded by central government or via an employer contribution. The Network would offer advice and support directly to apprentices, including:

- Understanding assignments and course work.
- Organising and coordinating workshops or additional learning opportunities.
- Providing resources to support apprenticeship learning.
- Mediating disagreements and resolving issues.
- Connecting apprentices to additional support services (mentoring and counselling).
- Career advice.

This co-ordinated solution addresses the need for comprehensive support without burdening individual companies with the expense of full-time ADC. At the time of writing, vocational reform proposals are not yet known. However, the forthcoming consultation would be an opportune time to see how the roles of ADCs could more systemically complement those training providers and training advisors, to optimise and clarify responsibilities and roles between formal learning and assessment, and wider learner support and pastoral care needs. Implementing this network could help enhance apprenticeship completion rates and contribute to skilled workforce development across the construction industry.

To further enhance the effectiveness of the Cook Brothers Apprenticeship Academy, the following recommendations are proposed:

- Expand the Apprenticeship Development Coach role.
  - Given the crucial nature the ADC plays in the success of the apprenticeship programme; consideration could be given to training other team members at Cook Brothers who could also help in supporting apprentices. This would also aid in succession planning.
- Improve guidance to first-year apprentices.
  - Provide clear instructions and expectations to help apprentices navigate the learning and assessment process more efficiently.
- Increase hands-on learning opportunities.

- Offer more practical classes off-site and workshops where tutors demonstrate skills and allow apprentices to practice off the job. These practical workshops, provided by the polytechnic tutors during off job training, allow apprentices to thrive in a practical learning environment where there is less pressure to perform.
- Continue to expose apprentices to diverse construction work.
  - Work with the ADC to create opportunities for apprentices to gain experience in different areas of construction, such as residential projects, to facilitate comprehensive learning that meets apprentices' desire for more diverse experiences.
- Share best practices and insights with the broader industry.
  - Continue to promote the success of the Cook Brothers Apprenticeship Academy as a model for other construction companies and contribute to the overall improvement of apprenticeship programmes in New Zealand.

# APPENDIX ONE: CHIPPY 101 NEWSLETTER EXAMPLE



# CHIPPY 101

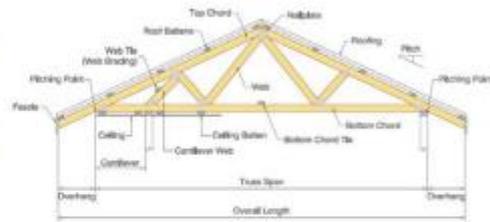
#30

DEVELOP YOUR KNOWLEDGE - BUILD YOUR SUCCESS. YOUR MONTHLY NEWSLETTER SERIES ON THE CBC APPRENTICE FOCUSES.  
NEXT MONTH: WASTE MANAGEMENT FOR APPRENTICES

## ROOF FRAMING 1 - SIMPLE TRUSSES

The roof framing methods covered in this newsletter are the simple techniques we frequently use on our sites, whether on steel or timber. These methods include gable, hip, and valley roofs commonly found on houses. Large roofs made of steel and portal frames are often outside our usual scope or trade areas. As a commercial company, we only sometimes install truss

roofs, but the basic principles of line, level, and plumb still apply. I recently watched the Otago team build 20 units in Mosgiel near Dunedin, all with truss roof framing. Our various projects showcase an excellent range of roof framing techniques, especially in the large-scale renovations we have been carrying out in Canterbury and the Southern Lakes.



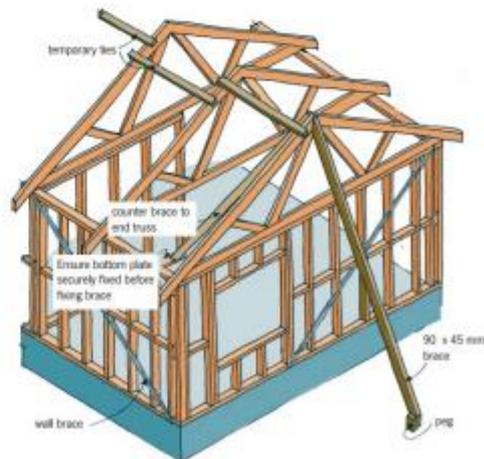
### SHORTCUTS WHEN PUTTING UP ROOF TRUSSES - FROM AN OLD BUGGER...

#### MATERIALS AND METHODS

To save a lot of time when erecting trusses, it's essential to check the heights of the internal frames beforehand. Trusses are designed with an upward camber. If trusses are tightly secured to the internal frames, the resulting stress can alter functionality and compromise strength.

#### SETTING OUT THE TRUSSES ON THE TOP PLATE

If it's a double top plate, try completing all the set out on the two plates before you nail them in place. It's much more accurate and faster to set the two plates side by side and use the truss plan running dimensions to mark out the names and truss types while still on the ground and then lift them in the correct order to nail off.





## LEARNING FOCUS FOR APPRENTICES TO COMPLETE THIS MONTH.

Spend 15 minutes reading the MiTek installation manual, then answer the questions in the quiz on truss erection. Understanding these concepts is essential for your apprenticeship. Don't hesitate to ask your team for help, and make sure to complete your quiz correctly and as soon as possible. The first three people in the country to finish will win prizes from my desk! This competition is open to everyone.

MiTek Install Manual

### SETTING OUT THE PURLINS ON THE TRUSSES

When the trusses arrive from the factory, they are always tacked together. Use this opportunity to set out the purlin or batten spaces for the whole roof. Another shortcut to speed up the process is to tack in a nail on the bottom side of the purlins so when the trusses are in place, a purlin will slide down the roof until it hits the Setout nails, and they are ready to nail or screw off.

### ALIGNING TRUSSES

When lifting and manoeuvring trusses into place, use a string line to ensure they're all aligned in a straight line. You can place the string line at the apex or the overhang, each with advantages and disadvantages. A handy tip is to pull the string very tight; even a slight breeze can cause the line to curve up to 30mm. For long runs over 10 meters, use an additional board with a nail at midspan to support the string. It's challenging to realign the trusses the next day, it's best to get it right the first time - trust me, I've tried!



### TEMPORARY SUPPORT

There are lots of ways to temporarily support the trusses; most have been well thought out. One way that has worked for me is to set out the top purlin simultaneously as you set out the top plate. Use a purlin and set out all the trusses on it; then, you don't need to measure anything as you go. It's hard to start but easy once you have the first two up. Never stop trying out new things, and always share your improvements with the team.



#### How to Install a Roof - VIDEO

This is one of his best videos about putting up trusses and purlins. At the very end, he goes into the process of what the roofer does. The key thing he shares, and this is what I like, is that he has his own shortcuts to offer as advice.



#### Roof Trusses Checklist - VIDEO



See how Josh Chapman uses a truss checklist to ensure he's ready for the whole process. From safety, set out, ordering all the materials and warning trade partners about the project's workflow.

## QUIZ

This month the quiz is another multi choice. You need to do the quiz if you are an apprentice. You can do the quiz by clicking the red button.

THIS MONTH: >>  
Chippy 101 - Roof Framing 1

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CHIPPY 101 - JUNE 2024



## APPENDIX TWO: COOK BROTHERS CONSTRUCTION APPRENTICESHIP ACADEMY

[Youtube Clip](#)

