



Australian Government
Department of Defence

Defence Enterprise Learning Strategy 2035





“The quality of our people is the foundation of Defence’s capability, effectiveness and reputation. Defence is an integrated workforce with military and civilian personnel working together across the spectrum of Defence activities. All parts of the Defence workforce will need to upgrade their skills as part of building a more capable, agile and potent future force.”

2016 Defence White Paper

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Introduction

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Overview

As the world continues to evolve, so must Defence. Defence needs leaders, technical experts and innovators who can readily adapt to new ideas and technologies. We also need professionals that can call out technologies that promise so much but will never deliver.

The ability to adapt is largely down to never giving up and continuing to train, educate and commit to continued professional development.

You have a choice - remain relevant or move aside.

What do you choose?



Air Marshal WG McDonald, AM, CSC
Chief of Joint Capabilities



Context

Defence Training, Education and Professional Development – Defence Learning – must be appropriate for the workforce Defence needs now, while also ensuring our Army, Navy, Air Force and Australian Public Service personnel are intellectually prepared for a broad range of future challenges.

Regardless of the geopolitical or technological environment that envelops us, our greatest strength has been that we are – and must continue to be – an institution comprised of intelligent, well-led, educated and trained people. We have a history of achievement and excellence but have also experienced and learned from our failures at places such as Gallipoli, Greece and Singapore. This provides a good intellectual basis for our current activities as well as those of the future.

However, this foundation may be eroded if we do not continue to invest in, and prioritise, recruiting, training, education and the continuous development of our personnel. Coupled with this focus on individual learning must be our capacity to be a learning organisation. Bringing together the individual and institutional in a continuous, accessible and adaptive approach to learning, we can build and sustain an *intellectual edge*. This not only provides a source of strength for a small nation with limited personnel resources, but can also be used as the binding agent for other sources of strength into a greater Defence whole.

The Defence Enterprise Learning Strategy guides the future state of Defence learning to meet the challenge of developing our own workforce by setting three important, and interlinked, Strategic Objectives: posturing Defence to think, compete and fight in the next 20 years; developing the intellectual edge; and, exploiting technology to improve access to, and the quality of, learning.

This strategy ensures that Defence priorities for learning are clear, and that resources are directed towards the priority areas that meet the needs of Defence military and civilian personnel. It provides also sufficient flexibility to adapt to evolving future requirements, and will be reviewed annually to ensure it continues to provide relevant strategic guidance for the development of relevant Service and Group plans and budgets. Ultimately, it provides the objectives and foundational support to ensure all of our people are prepared to perform at the highest levels of performance in a profession that is *not only the most physically demanding of all the professions, but also the most demanding intellectually and morally*.¹



Major General MB Ryan, AM
Commander Australian Defence College
Defence Education & Training Technical Authority



¹ Murray, W., *War, Strategy and Military Effectiveness*, 2011.

Purpose

Defence is an element of National Power responsible for protecting Australia and its national interest, and it is one of the largest training and educational organisations in Australia. Once an option of last resort, military force has become part of a far more sophisticated and nuanced range of response options available to government.

This unique situation is further distinctive in developing all our people through their careers – uniformed, Reserve and non-uniformed – and potentially preparing them for careers beyond Defence in supporting industries. Defence learning and education is honed to deliver competent, innovative, resilient and intelligent people as a capability. It is the most potent capability any Force has; the quality of its people, through learning, is a force multiplier.

The Defence Enterprise Learning Strategy provides a vision for progressing and improving learning in Defence. It provides future orientated, strategic direction to guide those responsible for learning that develops the capabilities of Defence's people.

Mission. Our collective mission is to enable learning across an integrated Defence workforce to develop a more capable, agile and potent future force.

The Education and Training Domain

Historically Education and Training has been a division of the Human Resource Domain in Defence. Following the release of the Defence Strategic Workforce Plan in 2017, Education and Training became a complementary domain to the Collective Training and Human Resource Domains with the Chief of Joint Capabilities as the single authority for Joint Individual Defence Education and Training.

The Commander of the Australian Defence College was appointed as the Defence individual Education and Training Technical Authority, and the Strategic individual J7 across the ADF.

This is the first time that these roles have been formally appointed by the Chief of the Australian Defence Force and this document is the first time an enterprise-level Individual Learning Strategy has been written for Defence.

One Defence

The First Principles Review and 2016 Defence White paper emphasised that Defence is comprised of the uniformed Services and the Australian Public Service – four Services. Throughout this document, reference to Services is inclusive of all four elements of the Defence workforce, embracing the *One Defence* philosophy.

Learning

For the purposes of this Strategy, Training, Education, Learning and Development will be collectively referred to as *Learning*.



Strategic Direction



The Defence Enterprise Learning Strategy formalises the Government policy expectations set out in the First Principles Review *to implement an enterprise approach to the delivery of corporate and military enabling services* within the organization.

This strategy is the foundational document to Recommendation Six of the Defence Strategic Workforce Plan that aims *to establish a defined, efficient and collaborative Training, Education, Learning and Development Strategy to meet joint APS and integrated workforce needs*. The Defence Strategic Workforce Plan outlines the focus of the future state of TEL&D is *improvements in joint training and developing consistent skills in each APS Job Family*.

This Strategic direction from these higher-level documents outline *what* is required from the Defence workforce, and focuses on *how* this will be enabled through a contemporary learning system.

Intent and Philosophy

The Commander Australian Defence College, as the Defence Education and Training Technical Authority, is responsible for the Defence Enterprise Learning Strategy and for setting the strategic Business-level direction for Defence learning. The Commander through the Defence Education and Training Board and higher committees as required, is also responsible for the achievement of joint outcomes within the Education and Training Domain.

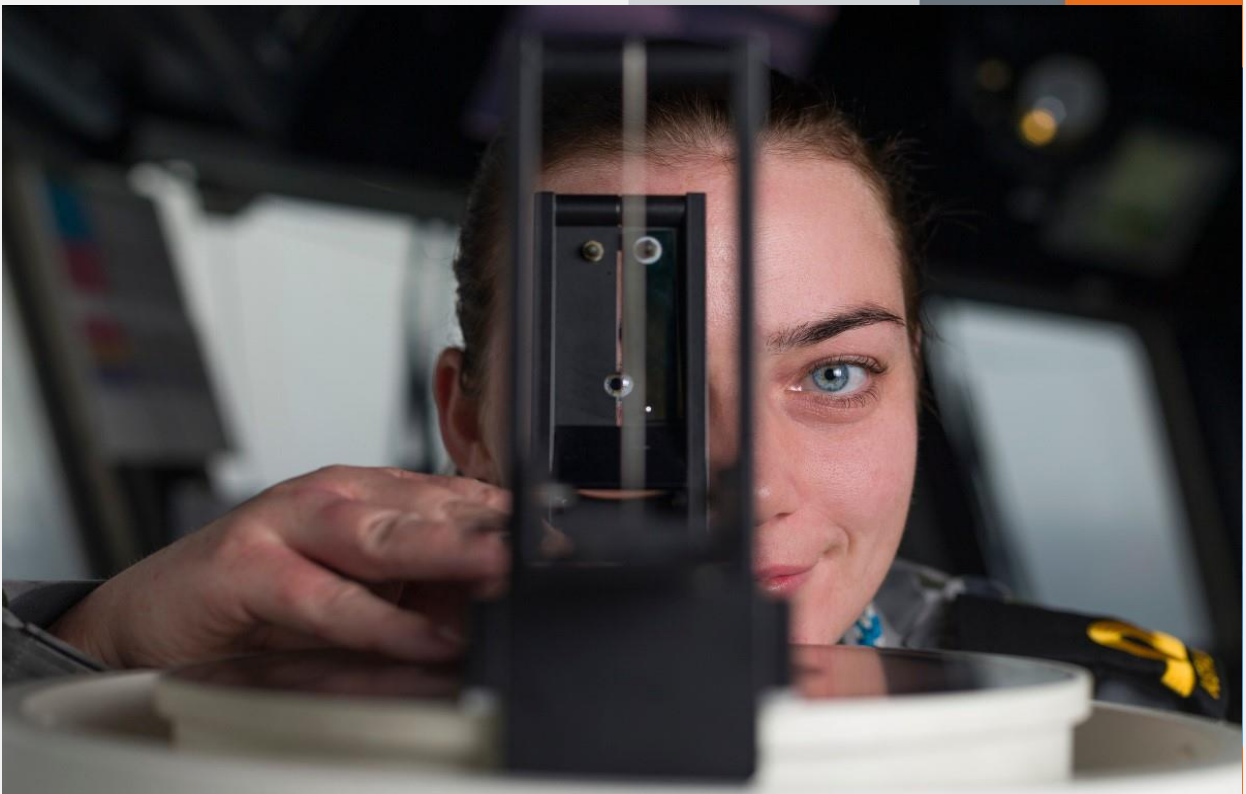
Each individual service has service-driven dynamics and environmental factors that make service-level learning strategies unique. The Defence Enterprise Learning Strategy is designed to be the conduit between the Business of high level guidance, and these Service learning strategies.

The Defence Enterprise Learning Strategy outlines three Strategic Objectives, with dependant Focal Areas, which drive the strategic direction of learning across Defence. These inaugural Focal Areas are foundational and establish how the Strategic Objectives will enable the White Paper direction to build a more capable, agile and potent future force.

These Strategic Objectives influence subordinate learning strategies within each service, which each service has the responsibility to develop and implement. It is not a static document and it reflects regular, whole of Defence future orientated direction setting discussions.

Strategic Objectives

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Objective 1: Posturing Defence to think, compete and fight in the next 20 years

Defence competes for skilled people. The external labour market and population pool influences the attraction, development and retention of personnel and there is a Global increase in the competition for relevant skills critical to the realisation of those other capabilities outlined in the White Paper, such as cyber security, intelligence and space. Further, maritime, anti-submarine, strike, land combat and amphibious warfare are all foci with the permanent Defence workforce growing by over 4000 people in the next decade. Services will be pushed to increase recruiting to meet this demand and new training programs for these projects will be developed within each Service to develop a new force.

One of the unique aspects of Defence is the prospect of life-long learning through a fit-for purpose and progressive learning system. The Defence Strategic Workforce Plan aims *to establish a defined, efficient and collaborative Learning Strategy to meet joint APS and integrated workforce needs* is the cornerstone to developing our people to be ready to fight war now and in the future. The progressive learning system plays a key role in supporting the skilling, and upgrading of existing skills, as part of building a capable, agile and potent future force to meet new and emerging threats.

The Focal Areas for this Objective are:

Strategic Focal Area	Responsibility
Establish and sustain the Education and training Domain within the wider Defence Business model with Chief of Joint Capabilities as the Business Process Owner.	Commander ADC
Develop the Defence Learning Environment.	Commander ADC
Develop Australian Defence College, Public Service, Navy, Army and Air Force Service-level Learning strategies.	Service Training Authorities
Invest in building the skills of Defence people and the re-skilling of ADF and APS personnel to support the future force, including reallocation to priority activities and recruiting.	DEPSEC DP and Commander ADC with Service Training Authorities with Job Family Sponsor support
Enhance Joint training and professional military education opportunities for ADF and APS personnel.	Commander ADC with the Chief of Joint Operations (as the CDF appointed collective training authority) and Service Training Authorities
Enhance the capability of the Joint Force by improved learning and understanding of the integration of new and current capabilities across the five domains.	Commander ADC supported by the Chief of Joint Operations
Develop professional development programs for instructors and instructional staff who can instruct the next generation.	Service Training Authorities
Support the development of Learning (TEL&D) professionals and enhance the application of technology and contemporary learning theories to leverage new capabilities and practices to build a cadre of professional learning specialists.	Commander ADC and Commodore Training - Navy
Centralise Service Registered Training Organisations into one Defence Registered Training Organisation.	Commander ADC
Ensure training and education lead to nationally recognised outcomes wherever appropriate to meet legislative or regulatory licensing and transferability requirements.	Commander ADC
Establish Defence Learning Policy.	Commander ADC
Better integrate the training need for new capability into the Capability Life Cycle.	Service Training Authorities with Capability, Acquisition and Sustainment Group
Conduct an annual review of the Strategic direction and adjust this Strategy accordingly	Commander ADC

Objective 2: Developing the Intellectual Edge

The '*Intellectual Edge*' is the combination of knowledge and skills; cognitive capacity; character and ethos; and experience and practice that enables professional mastery to achieve and sustain a military advantage.

Developing Military and Public Service leaders to be successful in current and future operating environments is to be achieved through the Joint Professional Military Education continuum, which is delivered over five levels: from Professional Foundation to National Security Leadership, and complements single-service continuums.

A key tenet of Defence Learning is the *push* and *pull* model. This model allows for the organisation to focus on the learning needs and preferences of the learner in accordance with its needs, while at the same time allowing learners the *pull* opportunity to commit to life-long learning. New learning technologies offer a fundamental shift in learning. Training, in general, will necessitate a *push* of the learner to the learning - this is typically a course delivered face-to-face – and this will continue to be a tenet of Defence training.

An alternative method for general learning and professional development is based on the *pull* model. The learner is encouraged to embrace a commitment to continuous learning and develop an inquisitiveness and curiosity that sees them *pull* content and learning to them. In this manner, the learner has the ability to build on their training, to improve themselves, and further develop an intellectual edge.

The Focal Areas across this Strategic Objective are:

Strategic Focal Area	Responsibility
Develop the Joint Professional Military Education continuum to complement single-service continuums, particularly enhancing National Security Policy and Strategy and campaigning across the five Domains	Commander ADC
Continue to partner with academic providers and research to develop and deliver education and specialised training.	Commander ADC, Service Training Authorities and the Chief Defence Scientist
Centralise common learning and development activities to meet broader Defence requirements.	Commander ADC and Service Training Authorities
Enable the re-skilling of ADF and APS personnel to support the future force, including reallocation to higher priority activities.	Service Training Authorities
Develop professional development <i>pull</i> opportunities and solutions for Defence personnel to build upon training to improve themselves.	Commander ADC and Service Training Authorities in consultation with Job Family Sponsors
Ensure the future skill requirements for each APS Job Family are supplemented by learning and development.	Assistant Secretary Defence Learning Branch with Job Family Sponsors
Support the skilling and up-skilling of an increasingly capable Reserve Force.	Service Training Authorities

Objective 3: Exploiting technology to improve access to learning

Increasing demands on productivity are being driven by operational activities in multiple time zones and an increasing connectedness between leaders, managers and commanders. Expanding computing power, machine learning and analytics, virtual reality and the growing use of mobile devices means there is widespread availability of small devices with once unimagined power and functionality. This rise and increasing sophistication of digital technology has led to a fundamental change in how people access learning and how learning material is prepared, presented and used.

There is an expectation of more personalised learning and more socialised programs to enable people to be more connected no matter their location. This presents an incredible opportunity for education and training professionals. Learners – especially those in Generation Y and Z – are also offered the opportunity to consume and interact with content in ways that are meaningful to *them*.

Previously the emphasis was on the learner to maintain their attention and engagement, however, increasingly the emphasis is now on the education and training provider to provide content in a way that is more engaging. A lot of work has already commenced in this space, and it remains a challenge to some traditional paradigms in Defence learning. This is not to say that the value of face-to-face learning should be discounted. As discussed in *Developing the Intellectual Edge*, face-to-face learning will remain a tenet of Defence training, especially in induction and initial employment development.

Technology offers opportunities to better engage learners, reach a much wider audience, and allows for remote learning. Learners are also now able to interact with others through digital technology, including their peers, educators, social networks and Defence communities of practice. One such example is the development of an Online Academy to build capability in future focused learning areas.

Exploiting all of this technology to better enable learning and learners is fundamental to the previous two Strategic Objectives. The Focal Areas across this Strategic Objective are:

Strategic Focal Area	Responsibility
Lead Defence in innovative approaches to learning delivery and technology.	Commander ADC
Develop strategies to provide learners greater access to learning, in particular through distributed learning delivery and noting the differing operating environments.	Commander ADC and Service Training Authorities, in consultation with the Chief Information Officer and Chief Defence Scientist
Exploit virtual reality and gaming technologies, machine learning and Artificial Intelligence across Defence to enhance learning.	Commander ADC and Service Training Authorities, in consultation with the Chief Defence Scientist
Continue investment in adaptive learning systems, educational technology innovations and their complementary learning strategies.	Commander ADC and Service Training Authorities, in consultation with the Chief Information Officer
Build the Online Academy.	Assistant Secretary Defence Learning Branch
Collaborate in Academic, Defence scientific and technical exchange opportunities to share research in learning and learning technologies.	Commander ADC, in consultation with the Chief Defence Scientist
Develop technology systems to support analysis, design, development, delivery, administration and evaluation of Defence training, education, learning and development.	Commander ADC Authorities in consultation with the Chief Information Officer
Develop education in emerging technologies and their application in future joint warfighting.	Commander ADC supported by the Chief of Joint Operations

Resourcing and Responsibilities

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Resourcing and Responsibilities

2016 Defence White Paper

The 2016 Defence White Paper identified 19 People Initiatives to support future workforce changes. For Defence Learning, specifically, \$30m has been allocated to Initiative Nine – *Implementation of the Future Defence Learning Environment* – until 2023 to be managed through Commander Australian Defence College.

Defence One Project

The Integrated Investment Portfolio also identifies funding for the establishment of the Defence Learning Environment within the *Defence One* project to modernise personnel systems across Defence. This will be accessed to build the Enterprise Student Management System, as the cornerstone of the Defence Learning Environment, across Defence.

Defence Education, Learning and Training Authority

A key outcome of the First Principles Review and Defence Strategic Workforce Plan was the establishment of the Chief of Joint Capabilities as the single authority and Business Process Owner for Individual Training across Defence. The establishment of the Defence Education, Learning and Training Authority (DELTA), under Commander Australian Defence College, will develop enterprise-level policy, guidance and management of Defence-wide responsibilities, including the Defence Registered Training Organisation and the Defence Learning ICT Environment.

Accountabilities

For individual Service requirements to achieve the future state of Defence Learning, it will be the responsibility of the respective Service Training Command and Authority for resourcing. In addition to those responsibilities allocated within the Strategic Objectives, accountabilities and responsibilities across Defence are outlined in the table below.

Appointment	Accountabilities and Responsibilities
Chief of Joint Capabilities	<ul style="list-style-type: none">• Authority for the Individual Defence Education and Training domain.• Responsible for whole-of-Defence individual learning policy.• Accountable for Defence Education and Training Information.• Education and Training Domain Business Process Owner.
Deputy Secretary Defence People	<ul style="list-style-type: none">• Responsible for policy applicable to Defence APS employees.• Authority for the Defence Human Resources domain.• Jointly responsible with Chief of Joint Capabilities for common learning policy (such as business skilling in finance, procurement and workplace health and safety).
Service Chief and Group Head	<ul style="list-style-type: none">• Service Chiefs are responsible for raise, train and sustain of their workforce.• Group Heads are responsible for defining learning requirements for any job performance specific to their own Group; and ensuring their workforce gains all the skills necessary to perform their roles.
Chief of Joint Operations	<ul style="list-style-type: none">• Authority for the Collective Training domain.• Responsible for whole-of-Defence collective training.• Collective Training Domain Business Process Owner
Job Family Sponsors	<ul style="list-style-type: none">• Responsible for developing career pathways within the Job Family.• Responsible for identifying mandatory and desirable qualifications, skills and experience required within the Job Family.• Liaison with Service Training Authorities and providers to develop future skills requirement learning plans.

Appointment	Accountabilities and Responsibilities
Commander Australian Defence College	<ul style="list-style-type: none"> Defence Education and Training Technical Authority (DETA), responsible for exercising technical control and assurance over the Education and Training domain and its sub-capabilities. Responsible for developing, implementing and managing Joint Professional Military Education. Accountable as the joint learning management authority for Joint Professional Military Education and selected joint individual training and education programs. Accountable as the Chief Executive Officer of the Defence Registered Training Organisation. Responsible for coordinating the National Skills Framework and apprenticeships in Defence.
Service Training Groups	<ul style="list-style-type: none"> This includes all three uniformed services and the Defence Public Service. Members of the Defence Education and Training Board. Responsible to supporting COMADC in Defence-wide Strategic Individual Joint learning management.

Planning Cycle and Review

This Strategy is looking 3-5 years out based on strategic guidance and updated to reflect direction from higher-level reviews, documents and committees with input from the Defence Strategic Workforce Plan. The Strategy will be reviewed annually, through the Defence Education and Training Board, with submission to higher level committees as required.



