

The **Australian Defence College** **Strategy 2018-2023**

Building Mastery in the Profession of Arms



What Will the Australian Defence College Look Like in 2023?

The Australian Defence College Strategy lays out the objectives, strategic focal areas and supporting actions over the period 2018 through to 2023. This is not a radical plan; it is ambitious. If we maintain our focus on excellence, sustain our institutional commitment in manning and resourcing, and continue to root out mediocrity, we should expect to realise the following by 2023:

- Joint officers, warrant officers and civilians receive best-practice joint education and training, preparing them for contemporary and future challenges – on operations and at home.
- Joint officers and civilians are educated to better engage with and inform Government and agencies external to Defence.
- The Australian Defence College is considered as a world-leading joint military education and training institution, while also meeting or exceeding education and training outcomes required by the Chief of the Defence Force and Secretary.
- The Australian Defence College is recognised by military colleges and other academic institutions around the world as a leader in the development and delivery of Joint Professional Military Education, and the honing of the intellectual edge in Defence personnel.
- The student body at Australian Defence College is a more integrated civil-military body, with a significant increase in the current proportion of civilian national security professionals from the Department of Defence and other Government departments.
- Instructional appointments are highly sought after by Permanent and Reserve military, and civilian staff, and the Australian Defence College possesses a leading professional development continuum to hone and improve teaching, facilitating, coaching and mentoring skills.
- The Australian Defence College possesses a faculty of Professional Military Education experts who can teach the next generation, within a unified joint education and individual training curriculum continuum framework.
- The Australian Defence College works within an extensive network of domestic academic institutions, allowing it to retain awareness of, and implement, best practice in adult, and young adult education and training.
- Education and training at the Australian Defence College supports the achievement of Defence's international engagement objectives.
- The Australian Defence College is recognised by military colleges around the world as an innovator and leader in the application of new technologies – including Artificial Intelligence – to support student learning, teaching and assessment by instructors, curriculum development and institutional wargaming.
- Research and professional seminars at the Australian Defence College provide essential human domain input into Defence's force development and a range of institutional Australian Defence Force requirements.
- The Australian Defence College is organised and structured to allow more effective governance that will provide a firm base for both residential learning and development of material for non-residential learning.
- The Australian Defence College is a pre-eminent advocate for mastery in the profession of arms, with its supporting publications and strategic communications initiatives recognised and sought after as a global 'best of breed'.

Introduction

War is...to put it bluntly, not only the most physically demanding of all the professions, but also the most demanding intellectually and morally. The cost of slovenly thinking at every level of war can translate into the deaths of innumerable men and women, most of whom deserve better from their leaders.¹

The Australian Defence Force faces an unpredictable future, perhaps more so than at any time since the fall of the Union of Soviet Socialist Republics in 1989. The rise of populism in the West, the impact of new technologies, fightback against some elements of globalisation, a resurgence in ‘great power’ frictions, and changing norms in warfare all impact on the structures that underpin the rules-based global order in which the current White Paper – and national strategy – are so deeply invested.²

This strategy describes the changing environment in which the Australian Defence College must function, and what the College must do in preparing Defence people for this changed environment. Visualising the future environment, and key drivers, is vital. This is because it provides a description of the likely challenges that our people will face; this then drives the development and adaptation of necessary curricula to intellectually prepare them to thrive and succeed. In turn, it informs the Australian Defence College’s role in generating building an institutional *intellectual edge* for Defence. The development of this intellectual edge coheres the military and civilian elements of Defence into a unified force that is able to develop policy, build strategy, generate forces and execute operations in support of our national security objectives.

This strategy also supports the execution of the dual functions of Commander Australian Defence College; as Commander of the college and as the strategic J7. This strategic J7 function, the Defence Education and Technical Authority, supports Commander Joint Capabilities in the execution of duties as the single authority for Defence Education and Training outlined in the Chief of the Defence Force’s Directive 09/2017. It is under the auspices of this strategic J7 function that roles such as Chief Executive Officer of the Defence Registered Training Organisation, developer of the Defence Learning Strategy, and deliverer of the Defence Learning Environment, are allocated to Commander Australian Defence College.

The Australian Defence College must be a beacon of professional excellence in educating, training and conducting research in the joint profession of arms. It has a pivotal role in contributing to building the Australian Defence Force’s future force, and must see itself as one part of a larger, connected enterprise that generates our nation’s joint warfighting capability and develops the capacity to more effectively engage with Government and external agencies. As such, the intellectual development of our people, and the advocacy for professional excellence as a military virtue, must be the Colleges’ mantra and day-to-day business.

This strategy ensures that Australian Defence College priorities are clear and that resources are directed towards leading and delivering quality joint education and training that meets the needs of Defence military and civilian personnel. It provides sufficient flexibility to allow adaptation to meet evolving future requirements. Resources at the Australian Defence College – its’ personnel, time and finances – will be allocated according to the priorities established in this strategy. This document will be reviewed annually to ensure it continues to provide strategic guidance for the development of the plans and budgets.

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

² Commonwealth of Australia, [2016 Defence White Paper](#) (Canberra: Commonwealth of Australia 2016), p. 44 – 46.

The Changing Character of War and the Australian Defence College

As Clausewitz wrote over two centuries ago, the nature of war is enduring, but its character constantly evolves. Despite the promises of artificial intelligence and other advanced technologies, the nature of war - its violence, the interaction of human actors and that it is fundamentally political – remains enduring. Notwithstanding the enduring Clausewitzian logic, each of the future conflicts and military operations involving the Australian Defence Force will possess a unique and evolving character.

The Australian Defence Force's assessment of likely future conflicts is articulated in its 'Future Operating Environment 2035'³ publication. This describes an evidence-based assessment of the future environment, setting the context for how the Australian Defence Force may need to fight, or shape the strategic environment, within a broader Defence and national security posture. The document also defines a world in which military organisations have operated over the past two decades that is rapidly changing. There are several elements of this changing environment that drive the need for the Australian Defence College's investment in generating an institutional *intellectual edge* as part of building the mastery of our people in the profession of arms.

Geopolitics. With a re-emerging China and re-assertive Russia, the character of military operations and strategic competition is evolving. Both Russia and China have invested heavily in conventional military capabilities, including qualitative improvements in a range of joint force organisations. For Russia, this investment has been a response to the rapid modernisation of other countries' military organisations, and an understanding that a strong nuclear force would not alone underpin Russia's great power status. For China, the ongoing investment in conventional forces is part of the Chinese Communist Party's stated aim of becoming a Great Power.⁴ Understanding this changed environment, and appreciating the changes they will drive in Australian policy and strategic settings – as well as Defence planning priorities and resourcing – will be important context for all Australian Defence College curricula.

The Disruptive Effect of Technology. For decades, Australia's approach to Defence has relied on the maintenance of a 'technological edge' to sustain a relative advantage over regional and international threats. The most recent White Paper however expressed the Government's concern in the decline of Australia's 'leading edge'. This trend is projected to become starker in the future as sophisticated technology – in robotics, artificial intelligence, bio-technologies, information warfare, cyber and space capabilities - proliferates. The decline, or even loss, of this edge has considerable implications for how we think about future joint operations and intellectually prepare our people to lead and plan in this environment.

The Future Operating Environment 2035 document also depicts a highly technological future environment for war and strategic competition. Adaptive and meshed networks, decentralised command and control, and a near-overwhelming ability to gather data all have fundamental implications for the generation and delivery of military capability. The rapid development of cyber operations, hypersonics, human-machine teaming and novel, new weapon systems are likely to drastically challenge the way we currently fight, and how we educate our people.

³ Australian Defence Force, [Future Operating Environment 2035](#) (Canberra: Force Design Division 2016).

⁴ The progress in developing sophisticated conventional forces, the modernisation of equipment and structural reform is charted in a series of unclassified Pentagon annual reports to the US Congress. The most recent report in 2017 describes a range of initiatives to implement joint command and control systems, and a range of modernisation activities. See Military and Security Developments Involving the People's Republic of China 2017, Office of the Secretary of Defense, Washington DC, 2017. Source: https://www.defense.gov/Portals/1/Documents/pubs/2017_China_Military_Power_Report.PDF

A Changing Global Work Environment. A third impact on intellectually preparing our people for future conflict are the substantial changes in global employment and the nature of work driven by the Fourth Industrial Revolution. The digitally connected age is resulting in large shifts in work and workforce design. This change in the global work environment will affect military personnel education and training. New technologies will permit the automation of many tasks currently performed by humans, requiring reskilling of our people. As automation and Artificial Intelligence allows civilian business leaders to place humans in different kinds of work, so too will we be forced to think anew about the training and education of our people. It may drive new military personnel models, resulting in the design of new approaches to technology-enabled learning, as well as providing more technologically based ways of identifying curriculum gaps, and supporting instructors.

Demography Shapes Defence's Destiny. The fourth and final impact is Australia's demographic challenge, particularly compared to regional neighbours. Short of full mobilisation, Australia is going to be limited to a relatively small Defence force in the future. It currently has approximately 8.5 million citizens from which to draw its current regular and reserve military force.⁵ Regionally this is a small number, particularly when compared against Australia's other more populous neighbours. Projected population growth in Australia is not expected to change this.⁶ Even in an existential crisis to Australian security that demanded societal mobilisation, the nation will only be able to field a comparatively small force.

Integrated Approach to National Security. The last two decades have seen a deepening of relationships among the Services and Groups in Defence, but also among a range of different Commonwealth and State entities in the national security environment. Integrated joint and inter-agency operations require high levels of trust and collective planning, and this in turn requires Permanent and Reserve military participants to understand the perspectives and priorities of a variety of civilian actors who may be attempting to achieve a range of non-military objectives alongside military forces. This integrated approach to achieving national security objectives will intensify over the coming decades. Enabled by new organisations such as the Department of Home Affairs, and a restructured Australian Signals Directorate and Office of National Intelligence, the curriculum at the Australian Defence College should reflect a more integrated age.

These trends impact the way the Australian Defence College delivers learning outcomes to Defence personnel. The Australian Defence Force faces a potential future of being a relatively small force, with a declining technological edge, fighting in a hyper-technical and lethal battlespace. In the worst scenarios, the Australian Defence Force may face an adversary more numerous than us and possessing technological superiority. With the relative decline of our previously stated 'technological edge', we must logically evolve another. It is reasonable to conclude that this must be an *intellectual edge*, based around the world-class education of a highly professional joint force that can contextualise, plan, decide and successfully act faster than a changing environment or a superior enemy.

It is in this environment that that the Australian Defence College must intellectually prepare the people of the Australian Defence Force, and the wider national security establishment. This *intellectual edge* can be achieved through investing in professional joint education, encouraging innovation in our training and education, building a deep network of relationships within the joint force and beyond, and nurturing a spirit of excellence (or mastery) in our profession of arms.

⁵ Central Intelligence Agency, *World Factbook - Australia*, found at [link](#) (accessed 3 May 17).

⁶ Ken Henry, 'Australia's Defence to 2045: The Macro-Economic Outlook', *Defender*, 22(3), Spring 2005.

What the Australian Defence College Needs to Achieve

While this is a strategy for the Australian Defence College, it is in reality just an enabler. It enables us to produce professionals and who are masters of the profession of arms. *Mastery* of the *profession of arms* is, at its heart, about people. As professionals, Defence personnel must expand not only on their skills and physical abilities, but concentrate on the intellectual capacity to apply themselves to a wide array of tasks and activities for which they may not have been specifically trained. They must be able to analyse problems and provide creative approaches that solve their immediate problems and are robust enough to withstand second and third order effects. The establishment of *mastery* of the *profession of arms* provides an intellectual framework for all training and education of Australian Defence Force's people. It reinforces that military service is a true profession, and acts as a unifying purpose.

The Australian Defence Force trains its personnel to respond instinctively to threats and to constantly repeat desired responses with a high degree of accuracy, individually and in teams. However, when potential threats are unknown or yet to be experienced and recorded, the appropriate response to this threat cannot necessarily be trained. Education develops thinking processes that allow trained individuals to make connections between their training and the situations in which they find themselves. This subsequently enables them to apply the best course of action to the situation. In an Australian Defence Force context, education provides individuals with the enabling skills, knowledge and attributes necessary to undertake military tasks. It also includes activities that develop communication and thinking skills.

Most early education and training of our people is single-Service oriented. It develops domain expertise. But Australia's strategic context, including the means by which it can achieve its national security goals, requires a deeper understanding of joint and interagency frameworks, approaches and culture as our people gain seniority. Australia often deploys personnel into key roles across coalition headquarters. This also demands an understanding, and expertise in, cross domain leadership, planning and execution of operations, as well as the capacity to contribute meaningfully to the development of strategic policy and joint doctrine concerning the use of appropriate military power in pursuit of national interests.

Defence's education and training systems must continue to focus on developing people capable of intuitively understanding, utilising and exploiting joint, inter-agency, inter-governmental and potentially multinational military capabilities where learning outcomes are consistent with the workplace performance.

Defence also requires enhanced anticipatory functions to ensure its education is fit for the security environment in the decade and beyond. Many of the intellectual qualities that the College seeks to hone will provide a foundation over the lifetime of students. Where skills do have a 'half-life, particularly in technical literacy or knowledge of our own, coalition and adversary capabilities, the College must endeavor to provide the wherewithal to reskill personnel. Taking this into account, the output of the Australian Defence College represents a specific contribution of education and training to the development of the future joint force. As such, the 'ends' for the Australian Defence College is:

The Australian Defence College intellectually prepares Defence people for future warfare through future-focussed joint professional military education and training that is world-leading. The Australian Defence College is an advocate for joint professional mastery and leads Defence in efficient and innovative approaches to learning delivery, while collaborating broadly. The College builds a reputation a 'best of breed' in global defence institutions, and attracts the best students as well as the very best personnel as instructors and staff.

A Strategy for the Australian Defence College

Joint professional military education and individual training is a fundamental input to Australian Defence Force capability. It must be needs-based and ensure that individuals have the right knowledge and skills to perform at the required level domestically and while on operations. Consequently, Defence should continue to exploit the opportunity for joint professional military education and individual training at the Australian Defence College in order to ensure our personnel, as individuals and teams, are capable of developing and maintaining an intellectual edge over potential adversaries in a crowded, contested, congested, connected and lethal future warfighting effectiveness.

Strategic direction for education and training can be better informed by research and focusing on future Defence capability needs. There is a linkage from lessons to evolution and innovation in education, training and research. Whether the source is single-Service, joint or overseas experiences or studies, Defence's joint professional military education and individual training must be constantly nourished and adapted to take account of changes in the strategic environment and in the needs of our people.

The Australian Defence College must take people on a learning journey from their earliest days in Defence at the Australian Defence Force Academy, through mid-career learning at places such as the Australian Defence Force Warfare Training Centre and the Australian Command and Staff College, and finally hone their strategic acuity at places such as the Centre for Defence and Strategic Studies. This is a broad remit, and can be compromised if we do not instill in our people the desire to learn – at work and in their private time – from their earliest days in their Service of their nation.

Defence places value on joint professional military education and individual training – the Defence and Strategic Studies Course, Australian Command and Staff Course (Joint), and variety of Australian Defence College delivered joint individual training courses are all evidence of this. However, these courses have not previously been within a unified and continuous learning system. Additionally, in the absence of a Defence Capability Life Cycle Education and Training Strategy, the opportunity exists for the College to support the Vice Chief of the Defence Force in the development, design and delivery/facilitation of Defence capability joint education and training'.

Strategic Focal Areas. Having established the 'ends' in Part I, the strategy to achieve this at the Australian Defence College must be iterative and flexible. For this Strategy, the strategic focal areas articulate the key elements of the College that work together to meet the 'ends' described at the conclusion of Part I. They provide a guiding policy, or an overall approach for achieving the ends.

In an institution such as the Australian Defence College, there are many opportunities to invest in the people of the Australian Defence Force and the wider Department of Defence – more than we might ever be able to address or realise in any one calendar year. There are also a range of challenges, such as resources and personnel restraints, and a compelling need to live by its' Australian Defence College philosophy while concurrently demonstrating value to the wider Australian Defence Force and the Department of Defence.

There are five strategic focal areas which will be pursued by ‘*The Australian Defence College Strategy 2018-2023*’. Each possesses supporting priority actions that will be completed over the next five years. The time line for the implementation of this Strategy is at Annex A. Detailed tasks and measures of effectiveness are at Annex B.

Strategic Focal Area 1. Intellectually prepare our people for contemporary and future warfare through world-leading Joint Professional Military Education and Joint Individual Training.

The ‘no fail mission’ of the Australian Defence College is the preparation of senior military officers, enlisted and civilian personnel for joint planning and provision of advice on military strategy, with the capacity to engage Government and agencies external to Defence, within a national approach to war and strategic competition. The joint professional military education delivered by the Australian Defence College must encompass the theory and practice of war, policy, strategy and joint military operations. This joint professional military education must contain a balance of the art of war, and of the science of war.

Key to this from 2018 onwards is an agreed and effective Joint Professional Military Education continuum that is future focused, and sufficiently agile and adapted through change drivers such as environmental, strategic and institutional drivers. This must be constructed not only upon a joint continuum, but also an optimal organisational structure and disposition of its facilities.

Strategic Focal Area 2. Advocate broadly for excellence in joint war fighting and mastery of the profession of arms.

Mastery of the profession of arms is a critical warfighting edge for the Australian Defence Force. The Australian Defence College will advocate for professional mastery to nurture the desire of our people – military and civilian - to achieve professional excellence. This will be underpinned by a commitment to ongoing research into future warfare and strategic competition, supported by the provision of residential courses, distributed learning, seminars, a reinvigoration of our professional journals and engaging with the global online joint professional military education community. The Australian Defence College will strive to be the ‘best of breed’ in global joint professional military education institutions, attracting the best domestic and international students as well as the very best College leadership, instructors and staff.

Strategic Focus Area 3. Recruit and develop first-rate instructors and staff, and win the resources for them to be successful.

A myriad of studies, from across the world, have established the strong relationship between first-rate teachers and excellent learning outcomes. The Australian Defence College is no different in this respect from any other educational institution. Our instructors must possess a deep personal experience in the profession of arms, as well as a deep understanding in the theory and practice of war, strategic competition and other national security endeavours. This underpins their capacity to teach.

The College will work with the Services annually to attract the best instructors, while also ensuring that it also attracts and invests in the support staff who undertake a wide variety of ‘non-classroom functions’. The Australian Defence College will then develop its’ instructors and staff, and continuously monitor and hone the instructional skills of staff. The College must also leverage the expertise that resides within the Commonwealth. In doing so, it will build a cadre and possess a faculty of Professional Military Education experts who can teach the next

generation and a cohort of Permanent and Reserve military, and civilian staff who deeply understand the business of the Australian Defence College.

Strategic Focal Area 4. Lead innovation and adaptation in learning methods and learning delivery.

The pace of change in technology is accelerating. While this has impacted wider society, it is also disrupting some long-standing approaches to training and education. Technology has enabled a more ‘connected’ approach to learning, particularly through the use of blogs, curated self-study sites, Massive Open Online Courses, video conferencing and social media. Research at academic institutions into how humans learn has also advanced our understanding of training and educational techniques and how learning might be better tailored to the individual. Finally, machine learning and the use of extant databases offers insights into better instructor support and curriculum gap analysis and development.

The Australian Defence College must lead Defence in efficient and innovative approaches to learning delivery and technology. Constant improvement of courses, seminars and distributed learning activities will be informed by futures research, and the identified (and evolving) needs of military leaders who will conduct the joint warfighting operations of the future.

Strategic Focal Area 5. Strategically engage and communicate with Defence and external partners.

The Australian Defence College will rely on an ‘external nervous system’ to inform curriculum development, sustain best practice in teaching, and to provide input into Defence modernisation processes. The Australian Defence College must sustain and grow its relationships with Australian academic institutions. Extant relationships with the University of New South Wales, the Australian National University and Deakin University provide important tertiary education capabilities for Australian Defence College students, and are a foundation for wider academic engagement.

Collaboration with the Vice Chief of Defence Force, Defence People and Joint Capability groups in joint force design and development is critical in this endeavour. The education and training needs of the future force must be included in joint force design at the earliest stages. The Australian Defence College must participate in, and influence, Defence committees to achieve joint education and training outcomes. It must also develop the capacity to proactively strategically engage with and inform Government and agencies external to Defence. Engagement with foreign militaries and institutions will assist the College to remain well-informed of global joint professional military education developments, and enable the professional development of foreign military personnel. Education and training at the Australian Defence College must also support the achievement of Defence’s international engagement objectives.

Finally, the Australian Defence College must execute clever strategic communications to describe the role and value of the Australian Defence College to internal and external audiences. In implementing this plan, we should show off the achievements of our people and maintain the transparency that is critical in the military organisation of a democratic nation.

Resources and Governance

The implementation of this Strategy is not reliant on additional personnel or financial resources. It is, however, founded on extant projections of the allocation of these resources over the period described in this Strategy. Should there be significant changes in this resourcing profile, the priorities described in this Strategy will be reassessed.

The Australian Defence College's approach to governance is articulated within the Australian Defence College Business Plan. This sets out the outputs required to enable the College to meet directed outcomes under the hierarchy of plans derived from the Defence Business Plan. These outputs are measured against key performance criteria through the Australian Defence College Performance Reporting Framework and are tied to resource allocations. This includes effective management of resources assigned to the Australian Defence College and ensure compliance with the Public Governance, Performance and Accountability Act 2013.

Infrastructure

The Australian Defence College currently occupies multiple facilities on four separate Defence bases. This has cost overheads and is not useful in effecting a unified approach to Australian Defence College operations. The Australian Defence College will move to a more consolidated footprint over the next 15 years, featuring:

- Consolidation of the Defence Force School of Languages and Defence International Training Centre onto a single campus at Laverton/Point Cook, Victoria.
- Subject to Government and Parliamentary agreement, consolidation of the Weston Creek colleges into a new, purpose designed facility at Campbell, Australian Capital Territory.
- Movement of the Peace Operations Training Centre and Australian Defence Force Warfare Training Centre into the new facilities at Campbell, Australian Capital Territory.
- Consolidation of Defence libraries in Canberra into a single Defence library and research centre in the new Australian Defence College campus at Campbell.
- Development of additional live-in accommodation in Canberra (Campbell) for those attending residential short courses.
- Redevelopment and reinvigoration of the extant Australian Defence Force Academy facilities.

These measures are important to the future effectiveness of the Australian Defence College. Not only must we provide future-focussed joint professional military education and training, but the learning outcomes must be delivered in facilities that best reflect contemporary and future modes of learning. Our facilities must also account for the Defence White Paper 2016 direction to double international student numbers. To that end, the Australian Defence College will seek lessons from best practice in the design of academic facilities. This may require consultation with civil academic organisations, as well as interaction with 'academic architects' for design of facilities.

Measuring Success

This Strategy measures achievement against desired outcomes using criteria with targets associated with each Strategic Focal Area. The achievement of these desired outcomes against the five strategic focal areas provide a broad measurement of success for the collective realisation of the Australian Defence College 2023 endstate. The key measures of effectiveness for the implementation of this Strategy are at Annex B, and are articulated in the College Business Plan.

Conclusion

Providing for the intellectual development of Defence people is the primary purpose of this strategy and the Australian Defence College. The development of an intellectual edge should form the cornerstone of the Australian Defence Force's future joint capability. This Strategy provides the ways and means through which the Australian Defence College will support the Australian Defence Force to build and sustain this *intellectual edge*. In future environments where superiority through technology or mass alone is unlikely, the focus on developing an intellectual edge is our highest priority.

The Australian Defence Force's 'Future Operating Environment 2035', among a range of documents that explore potential futures, makes clear that the character of war is changing at an accelerated pace. This means that the Australian Defence College, in seeking to provide the foundations for an intellectual edge in the people of the Australian Defence Force, must remain well aware of changes in the environment and institutionally adaptable in order to meet the challenges of the future.

Technological developments have changed the face of learning delivery in the past decade. These developments allow for a broader range of learning techniques in the development of Defence's people. These developments also demand that we adapt our learning methods to meet the learning needs of remote and distributed learners. The developments in the strategic environment and technology demand a more focused monitoring of trends in education and training, and an accompanying approach to innovation that allows assessment and implementation of new and leading approaches to learning.

The development of a closer relationship between the Services in a joint environment also necessitates a more 'joined up' approach to education, training and research – in Defence and beyond. Any Defence exploration of future education and training requirements must be conducted within this broader integrated, joint environment.

The changing nature of the expectations and motivations of Defence personnel must be constantly monitored. While the attributes and motivations for those who wish to join Defence have remained largely unchanged, Defence must remain alert to evolutions – and revolutions – in the learning needs of its personnel and be positioned to support their achievement of professional mastery. Where expectations or learning needs change, adjustments to education and training must be rapidly assessed, tested and applied.

These drivers have a range impacts on the future of the Australian Defence College's education, training and research. They impact on and how the College will deliver world-leading joint professional military education and individual training that fully enables our people to be the best they can be – whether they are battlespace operators or our strategic leaders and Defence policy makers. We are committed to providing the best possible education and training to our people so they can apply an intellectual edge in all circumstances, while thriving and succeeding in the contemporary and future security environments.

Annexes:

- A. Australian Defence College Strategy 2018-2023 Timeline
- B. Focal Area Priority Tasks and Measures of Success

Australian Defence College Strategy 2018-2023

	2018			2019				2020		2021	2022
Focal Area 1 Intellectually Prepare People	Develop the Defence Learning Strategy	Deliver the ADF Skilling/RPL Transition Guides and Mapping	Conduct Student Management System Proof of Concept Trial	Implement the Defence Learning Strategy	Develop a description of the future 'joint officer attributes'	Implement the JE&T Net Training Liability Process	Consolidation of ADC staffing Phase 1	Develop an ADC contract strategy for renewal of academic support		Implement an ADC contract strategy for renewal of academic support	Consolidation of ADC staffing Phase 2
	Review the ADFA Graduates	Support the VCDF in educating CASG personnel		Develop the ADF Skilling/RPL Matrix and Strategy	Implement the 'Foundation Joint Education & Training (JE&T) Program	Implement a unified JE&T curriculum management approach	Student Management System Phased Roll-out				
	Develop a JPME Framework and Continuum										
Focal Area 2 Professional Mastery	Rebrand and enhance ADC's web presence	Invigorate online engagement and the global PME discourse	Interact and collaborate with single Service & joint studies centres	'Joint Warfighting', 'Future Learning', Future Joint Officer Seminars	Engage with Services, APS & Industry to address student selection	Openly engage with other Departments & industry to expand attendance	Complete ADFWTC Course				
	Advocacy for future joint warfighting and mastery in the profession of arms across the spectrum of Defence learning										
	Develop and implement an ADC International Engagement Campaign Plan										
	Implement a Research Program, collaborating with academia, allies, Defence Science and Technology Group, and the Defence Innovation Hub										
Establish & maintain a customer engagement framework with other military education institutions, academia, Australian industry, Commonwealth agencies, ADC alumni (staff & students) and other stakeholders											
Focal Area 3 Instructors & staff	Implement an effective ADC Contract Management Plan	Review & implement academic contracts Phase 1	Establish 'best instructor' awards at ADC	Consolidation & 'right sizing' of ADC staffing Phase 1			Attract and recruit Visiting Fellows		Review & implement academic contracts Phase 2	Implement effective Academic	Consolidation & 'right sizing' of ADC staffing Phase 2
	Liaise with the Services and Defence People Group to attract and recruit the best possible instructors and staff / Recruit and invest in the support staff who undertake 'non-classroom' functions										
	Develop and implement professional development programs for instructors and staff / Professional development program and opportunities for ADC One-Stars / Band One, including forward planning activities / Generate military instructors at Post-Graduate level to support key courses / programs										
Build a cadre and possess a faculty of Australian professionals in Joint Professional Military Education											
Focal Area 4 Innovation & Adaption	Inform design & development for consolidation of ADC	Establish a Defence wide panel to support Defence training commands	Establish a Defence panel to support Defence training commands	Deliver new approaches to learning delivery & technology	Establish a Wargaming Capacity at ADC	'Joint Warfighting', 'Future Learning', Future Joint Officer Seminars	Analyse the attributes of 'the future 'joint officer' & how developed	Application of Artificial Intelligence for personal learning support trial	Generate a centralised flexible delivery Concept of Operations	Implement a centralised flexible delivery Concept of Operations	
	Collaborate and share in activities with the nations of 'The Technical Cooperation Program'										
	Conduct seminars that are future focused and sponsor/support the Defence Entrepreneurs Forum										
Focal Area 5 Strategic Engagement	Enhance linkage with joint force design process	Collaborate with partners in evolution of future focused JPME systems	Build a Parliamentary Program for parliamentarians					Expand the Parliamentary Program for parliamentarians			
	Develop and implement an ADC International Engagement Campaign Plan										
	Establish & maintain a customer engagement framework with other military education institutions, academia, Australian industry, Commonwealth agencies, ADC alumni (staff & students) and other stakeholders										
Implement a new Strategic Communications Strategy to better highlight the work carried out across the ADC											



Focal Area Priority Tasks and Measures of Success

Strategic Focal Area 1. Intellectually prepare our people for contemporary and future warfare through world-leading Joint Professional Military Education and Joint Individual Training.

The ‘no fail mission’ of the Australian Defence College is the preparation of senior military officers, enlisted and civilian personnel for joint planning and provision of advice on military strategy, with the capacity to engage Government and agencies external to Defence, within a national approach to war and strategic competition. The joint professional military education delivered by the Australian Defence College must encompass the theory and practice of war, policy, strategy and joint military operations. This joint professional military education must contain a balance of the art of war, and of the science of war.

Key to this from 2018 onwards is an agreed and effective Joint Professional Military Education continuum that is future focused, and sufficiently agile and adapted through change drivers such as environmental, strategic and institutional drivers. This must be constructed not only upon a joint continuum, but also an optimal organisational structure and disposition of its facilities.

Priority Actions.

Action	Completion	Lead
Develop a Joint Professional Military Education framework and continuum that can be adapted through change drivers such as environmental, strategic and institutional.	2018	Commandant ACSC
Review the Australian Defence Force Academy to ensure that its graduates possess the character and intellect required to be trained as military officers in our Australian Defence Force, aligned to the Joint Professional Military Education framework and continuum.	2018	Commandant ADFA
Support the Vice Chief of the Defence Force and Capability Acquisition and Sustainment Group in educating capability, acquisition and sustainment personnel.	2018	Commandant ADFA
Develop a Defence Learning Strategy that enables Defence to improve learning in Defence.	2018	Director Learning Capability ADC
Support Skilling/Recognition of Prior Learning for Australian Defence Force personnel without access to transition funding. Delivery of Transition Skills and Training Guides Employer Guides, and Skills Mapping project in 2018. Development of Transferable Skills Recognition of Prior Learning Matrix and Strategy in 2019.	2018-2019	Director Learning Capability ADC
Develop the Student Management System, on behalf of the Groups and Services. Proof of Concept trial in 2018. Phased roll-out in 2019.	2018-2019	Director Learning Capability ADC
Develop, with the Services, a description of future ‘joint officer attributes’ to inform curriculum development.	2019	Commandant ACSC
Develop and implement the ‘Foundation Joint Education and Training Program.’	2019	Commandant ADFA
Develop and implement a joint education and individual training Net Training Liability process that informs and feeds each of the institutions of the Australian Defence College.	2019	Director Strategy ADC
Develop and implement a unified joint education and individual training curriculum management approach.	2019	Director Learning Capability ADC
Review the future requirements for academic support, and develop an Australian Defence College contract strategy for renewal of academic support arrangements from 2021. Complete in 2020.	2020-2021	Director Business ADC
Undertake consolidation of Australian Defence College staffing to allow more effective governance.	2019-2022	Chief of Staff ADC



Measures of Effectiveness – Strategic Focal Area 1

- Joint education and training needs of the Capability Managers are identified, analysed and specified.
- Joint education and training supports the workforce requirements of the Capability Managers.
- Potential threats, trends and vulnerabilities to achieving Capability Managers requirements are routinely identified, assessed and reported.
- The Australian Defence College has an effective joint education and training liability management process, and Directed Training Requirements are forecasted and agreed for each Australian Defence College course.
- An agreed and effective Joint Professional Military Education continuum that is sufficiently agile and adapted through change drivers such as environmental, strategic and institutional drivers, has been developed into a curriculum and implemented.
- The joint professional military education (JPME) delivered encompass the theory and practice of war, policy, strategy and joint military operations. It contains a balance of the art of war, and of the science of war (including technological and informational developments).
- The Australian Defence College partners with academic institutions to provide leading edge education in specialised fields.
- The Australian Defence College provides residential courses, distributed learning, research, seminars, a reinvigoration of our professional journals and engagement with the global online joint professional military education community.
- The Australian Defence College delivers Joint Professional Military Education and Individual Training to support Joint Capabilities.
- Joint officers, warrant officers and civilians receive best-practice joint education and training, preparing them for contemporary and future challenges – on operations and at home.
- The student body at Australian Defence College is a more integrated civil-military body, with a significant increase in the current proportion of civilian national security professionals from the Department of Defence and other Government departments.
- Graduates of the Australian Defence College are qualified and prepared to fulfil Higher Command and Staff Appointments, Command and Staff Officer roles, and / or specialist capability development and acquisition roles, as appropriate.
- The Australian Defence College continues to deliver a high-quality product, based on a number of internal and external evaluations and surveys of stakeholders.
- The Australian Defence College undertakes benchmarking of joint professional military education curriculum to remain at the forefront of best practice.
- The Australian Defence College ensures a more unified approach to curriculum management across the College using its' Joint Professional Military Education curriculum as the 'backbone'.
- Australian Defence College courses are recognised by other Government agencies for relevant skills development.
- The Australian Defence College is considered as a world-leading joint military education and training institution, while also meeting or exceeding education and training outcomes required by the Chief of the Defence Force and Secretary.
- The Australian Defence College is recognised by military colleges and other academic institutions around the world as a leader in the development and delivery of Joint Professional Military Education, and the honing of the intellectual edge in Defence personnel.
- The Australian Defence College is at the forefront of best practice to deliver world-leading joint professional military education and joint individual training (JPMET).
- The Australian Defence College is organised and structured to allow more effective governance that will provide a firm base for both residential learning and development of material for non-residential learning.



Strategic Focal Area 2. Advocate broadly for excellence in joint war fighting and mastery of the profession of arms.

Mastery of the profession of arms is a critical warfighting edge for the Australian Defence Force. The Australian Defence College will advocate for professional mastery to nurture the desire of our people – military and civilian - to achieve professional excellence. This will be underpinned by a commitment to ongoing research into future warfare and strategic competition, supported by the provision of residential courses, distributed learning, seminars, a reinvigoration of our professional journals and engaging with the global online joint professional military education community. The Australian Defence College will strive to be the ‘best of breed’ in global joint professional military education institutions, attracting the best domestic and international students as well as the very best College leadership, instructors and staff.

Priority Actions.

Action	Completion	Lead
Advocate for mastery in the profession of arms, and act as a principal Defence advocate for intellectual development.	Ongoing	Commander ADC
Rebrand the Australian Defence College, and enhance the College’s web presence.	2018	Director Strategy ADC
Invigorate online engagement and participation in the global Professional Military Education discourse.	2018	Director CDR ADC
Effectively interact and collaborate with single Service and Joint studies centres	2018 (annually)	Director CDR ADC
Develop and implement an agile, relevant and targeted international engagement campaign plan that maximises engagement opportunities for all Australian Defence College elements to ensure and enhance the College’s position as an education partner of choice for the profession of arms.	2018 (annually)	Director Strategy ADC
Implement a research program, collaborating with academia, allies, Defence Science and Technology Group, and the Defence Innovation Hub. This includes inserting Australian Defence College Research priorities into the Joint Capability Group research priorities and establishing an Australian Defence College research scheme.	2019 (reviewed annually)	Director CDR ADC
Reinvigorate Australian Defence College’s advocacy for professional discourse about future joint warfighting and mastery in the profession of arms across the spectrum of Defence learning, including professional seminars and a reinvigoration of professional publications and journals (with blogs).	Approach in place by 2019	Director CDR ADC
Conduct seminars on ‘Joint Warfighting’ and ‘Future Learning’ (methods, technology, and use of wargaming).	2019	Director CDR ADC
Review the courses of the Australian Defence Force Warfare Training Centre, including its personnel and support from external agencies, to ensure its training aligns with the new Joint Professional Military Education continuum, and that new joint training courses are established in line with joint force development priorities.	2019	Commandant ACSC
Establish and maintain a customer engagement framework with other military education institutions, academia, Australian industry, other Commonwealth agencies, Australian Defence College alumni (staff and students), and other stakeholders. Establish Memorandum of Understanding / Agreement with partner institutions.	2019 (ongoing)	Director Strategy ADC
Engage with the Services and the Australian Public Service to address the different paradigms (and career management) with respect to selection of students, and openly engage with other Departments and Defence industry to expand attendance, for key residential Australian Defence College programs and courses in order to ensure that the College attracts the best domestic (and international) students, as it strives to be the ‘best of breed’ in global joint professional military education institutions.	2019	Director Strategy ADC



Measures of Effectiveness – Strategic Focal Area 2

- The Australian Defence College advocates for professional mastery to nurture the desire of our people – military and civilian – to achieve professional excellence.
- The joint professional military education (JPME) delivered encompass the theory and practice of war, policy, strategy and joint military operations. It contains a balance of the art of war, and of the science of war (including technological and informational developments).
- The Australian Defence College publishes Research Papers to ensure focus is on areas of Defence's priority interest.
- Research and professional seminars at the Australian Defence College provide essential human domain input into Defence's force development and a range of institutional Australian Defence Force requirements.
- Professional development opportunities through a Doctorate of Philosophy by Folio program is available for ADF & APS personnel to conduct research in areas of Defence and national security interests.
- The Australian Defence College undertakes benchmarking of joint professional military education curriculum to remain at the forefront of best practice.
- The Australian Defence College is the 'best of breed' in global joint professional military education institutions, attracting the best domestic and international students as well as the very best College leadership, instructors and staff.
- The Australian Defence College is a pre-eminent advocate for mastery in the profession of arms, with its supporting publications and strategic communications initiatives recognised and sought after as a global 'best of breed'.



Strategic Focus Area 3. Recruit and develop first-rate instructors and staff, and win the resources for them to be successful.

A myriad of studies, from across the world, have established the strong relationship between first-rate teachers and excellent learning outcomes. The Australian Defence College is no different in this respect from any other educational institution. Our instructors must possess a deep personal experience in the profession of arms, as well as a deep understanding in the theory and practice of war, strategic competition and other national security endeavours. This underpins their capacity to teach, coach and mentor.

The College will work with the Services annually to attract the best instructors, while also ensuring that it also attracts and invests in the support staff who undertake a wide variety of ‘non-classroom functions’. The Australian Defence College will then develop its’ instructors and staff, and continuously monitor and hone the instructional skills of staff. The College must also leverage the expertise that resides within the Commonwealth. In doing so, it will build a cadre and possess a faculty of Professional Military Education experts who can teach the next generation and a cohort of Permanent and Reserve military, and civilian staff who deeply understand the business of the Australian Defence College.

Priority Actions.

Action	Completion	Lead
Liaise with the Services and Defence People Group, in particular career management agencies, to attract and recruit the best possible instructors and staff.	Annually	Commander ADC
Recruit and invest in the support staff who undertake ‘non-classroom functions’.	Annually	Director Business ADC
Develop and implement professional development programs for instructors and staff to highlight best practice, and build a cadre of Professional Military Education experts who can teach the next generation.	2018	Director Learning Capability ADC
Establish ‘best instructor awards’ at the Australian Defence College to incentivise excellence in teaching, and to recognise the importance of instructional personnel within the Australian Defence Force.	2018	Director Learning Capability ADC
Provide a professional development program and opportunities for Australian Defence College One-Stars / Band One, including forward planning activities. Commence in 2018 and continue annually. Lead: Commander Australian Defence College.	2018 (annually)	Commander ADC
Develop and implement an effective Australian Defence College contract management plan. Complete by November 2018.	November 2018	Director Business ADC
Incorporate in upcoming academic contractual arrangements allowances for staff to study and generate military instructors at Post-Graduate level to support key courses /programs. Completed in two phases in 2018 and 2020.	2018-2020	Director Business ADC
Review and implement effective academic contracts, including the new Australian Defence Force Academy contract in 2018 and upcoming Australian National University and Deakin University contracts from 2021. Completed in two phases for completion in 2018 and 2020.	2019-2020	Director Business ADC
Undertake consolidation and ‘right sizing’ of Australian Defence College staffing to allow more effective governance. Completed in two phases in 2019 and 2022.	2019 2022	Chief of Staff ADC
Attract and recruit Visiting Fellows, in particular internationals for both short secondment and annual posting.	By 2020	Director CDR ADC
Build Australian experts in Joint Professional Military Education. Through to 2023.	Through to 2023	Commander ADC



Measures of Effectiveness – Strategic Focal Area 3

- The Australian Defence College attracts the best possible instructors, while also ensuring that it also attracts and invests in the support staff who undertake a wide variety of ‘non-classroom functions’.
- Instructional appointments are highly sought after by Permanent and Reserve military, and civilian staff, and the Australian Defence College possesses a leading professional development continuum to hone and improve teaching, facilitating, coaching and mentoring skills.
- The Australian Defence College instructors possess a deep experience in their profession, as well as a deep understanding in the theory and practice of war, strategic competition and other national security endeavours.
- The Australian Defence College Instructor Development Model has been implemented, and the Instructor Development Program is conducted as part of the business as usual process.
- Professional development opportunities are offered and resourced for Australian Defence College personnel.
- The Australian Defence College has a cadre of the very best instructors and professional military education (PME) experts who can teach, and a cohort of leadership and staff who deeply understand the business of the Australian Defence College.
- The Australian Defence College possesses a faculty of Professional Military Education experts who can teach the next generation, within a unified joint education and individual training curriculum continuum framework.



Strategic Focal Area 4. Lead innovation and adaptation in learning methods and learning delivery.

The pace of change in technology is accelerating. While this has impacted wider society, it is also disrupting some long-standing approaches to training and education. Technology has enabled a more ‘connected’ approach to learning, particularly through the use of blogs, curated self-study sites, Massive Open Online Courses, video conferencing and social media. Research at academic institutions into how humans learn has also advanced our understanding of training and educational techniques and how learning might be better tailored to the individual. Finally, machine learning and the use of extant databases offers insights into better instructor support and curriculum gap analysis and development.

The Australian Defence College must lead Defence in efficient and innovative approaches to learning delivery and technology. Constant improvement of courses, seminars and distributed learning activities will be informed by futures research, and the identified (and evolving) needs of military leaders who will conduct the joint warfighting operations of the future.

Priority Actions.

Action	Completion	Lead
Collaborate in Defence scientific and technical information exchange, and shared research activities with the nations of ‘The Technical Cooperation Program.’	2018 (annually)	Director Learning Capability ADC
Lead Defence in efficient and innovative approaches to learning delivery and technology. Deliver new methods of delivery – built on extant online learning approach - that are resourced over time.	2019	Director Learning Capability ADC
Analyse the attributes of ‘the future joint future officer’ and how they are developed.	2019	Commandant ACSC
Conduct seminars that are future focused on ‘Joint Warfighting’ and ‘The Future Joint Officer’.	2019	Director CDR ADC
With Estate & Infrastructure Group, inform the design and development of the Australian Defence College to organize and structure to allow more effective governance.	2019	Director Strategy ADC
Establish a Defence wide panel of commercial business vendors to provide support to Defence training commands	By 2019	Director Learning Capability ADC
Conduct a trial in the application of Artificial Intelligence for personal learning support to students at Australian Defence College.	Commence by 2020	Director Strategy ADC
Establish a wargaming capacity at the Australian Defence College for applied learning that can support College programs and courses, as well as joint force modernisation.	By 2020	Director Strategy ADC
Generate a concept of operations for centralised flexible delivery solutions, and how this will be applied across the Australian Defence College.	Complete by 2020	Principle CDSS
Sponsor and support the annual Defence Entrepreneurs Forum, held in Canberra. Completed annually.	Annually	Commandant ACSC



Measures of Effectiveness – Strategic Focal Area 4

- The Australian Defence College collaborates with the Vice Chief of Defence Force, Defence People and Joint Capability groups, as well as our international partners, in joint force design and development.
- The Australian Defence College ensures the education and training needs of the future force are included in joint force design at the earliest stages.
- The Australian Defence College facilitates engagement with foreign militaries and institutions to assist the College to remain well-informed of global joint professional military education developments, and enable the professional development of foreign military personnel.
- Groups and Services are supported by an optimal Defence Learning Environment.
- The Australian Defence College develops a robust mechanism by which innovation ideas are captured, assessed and implemented.
- The Australian Defence College culture actively promotes innovation in the workplace.
- The Australian Defence College actively removes barriers to technological or knowledge transfer.
- The Australian Defence College innovation supports the professional development of the warfighter.
- The Australian Defence College works within an extensive network of domestic academic institutions, allowing it to retain awareness of, and implement, best practice in adult, and young adult education and training.
- The Australian Defence College is recognised by military colleges around the world as an innovator and leader in the application of new technologies – including Artificial Intelligence – to support student learning, teaching and assessment by instructors, curriculum development and institutional wargaming.
- The Australian Defence College participates in, and influences, Defence committees to achieve joint education and training outcomes.
- The Australian Defence College executes a strategic communications plan to describe the role and value of the Australian Defence College to internal and external audiences, show off the achievements of our people and maintain the transparency that is critical in the military organisation.
- The Australian Defence College leads Defence in efficient and innovative approaches to learning delivery and technology.
- The Defence Learning Strategy will be issued and detail a vision and plan for progressing and improving learning in Defence.



Strategic Focal Area 5. Strategically engage and communicate with Defence and external partners.

The Australian Defence College will rely on an ‘external nervous system’ to inform curriculum development, sustain best practice in teaching, and to provide input into Defence modernisation processes. The Australian Defence College must sustain and grow its relationships with Australian academic institutions. Extant relationships with the University of New South Wales, the Australian National University and Deakin University provide important tertiary education capabilities for Australian Defence College students, and are a foundation for wider academic engagement.

Collaboration with the Vice Chief of Defence Force, Defence People and Joint Capability groups in joint force design and development is critical in this endeavour. The education and training needs of the future force must be included in joint force design at the earliest stages. The Australian Defence College must participate in, and influence, Defence committees to achieve joint education and training outcomes. It must also develop the capacity to proactively strategically engage with and inform Government and agencies external to Defence. Engagement with foreign militaries and institutions will assist the College to remain well-informed of global joint professional military education developments, and enable the professional development of foreign military personnel. Education and training at the Australian Defence College must also support the achievement of Defence’s international engagement objectives.

Finally, the Australian Defence College must execute clever strategic communications to describe the role and value of the Australian Defence College to internal and external audiences. In implementing this plan, we should show off the achievements of our people and maintain the transparency that is critical in the military organisation of a democratic nation.

Priority Actions.

Action	Completion	Lead
Enhance the linkage with the joint force design process to ensure education, training and research are complementary to joint modernisation efforts and ensuring Defence futures are applied to Joint Professional Military Education design.	2018	Chief of Staff ADC
Develop and implement an agile, relevant and targeted international engagement campaign plan that maximises engagement opportunities for all Australian Defence College elements to ensure and enhance Australian Defence College’s position as an education partner of choice for the profession of arms.	2018 (annually)	Director Strategy ADC
Establish and maintain a customer engagement framework with other military education institutions, academia, Australian industry, other Commonwealth agencies, Australian Defence College alumni (staff and students) and other stakeholders.	By 2019 (ongoing)	Director Strategy ADC
Collaborate with our five eyes partners in the evolution of future focused Joint Professional Military Education systems, including participation and contribution to the US Joint Staff J7-led Military Education Coordination Committee. Completed by June 2019.	By June 2019	Director Strategy ADC
Build a parliamentary engagement program for parliamentarians. Complete in two phases with an initial startup in 2019, and expanded offerings (such as Members of Parliament being associate members of Centre for Defence and Strategic Studies) from 2020 onwards.	2019-2020 (onwards)	Director Strategy ADC
Implement the new Australian Defence College strategic communications strategy to better highlight the work carried out across the College. Through to 2023.	2018-2019	Strat Comms Advisor to COMADC



Measures of Effectiveness – Strategic Focal Area 5

- The Australian Defence College leads Defence in efficient and innovative approaches to learning delivery and technology.
- The Australian Defence College collaborates broadly with a range of stakeholders and will be underpinned by a commitment to ongoing research into future warfare and strategic competition.
- The Australian Defence College works within an extensive network of domestic academic institutions, allowing it to retain awareness of, and implement, best practice in adult, and young adult education and training.
- Constant improvement of Australian Defence College courses, seminars and distributed learning activities will be informed by futures research, and the identified (and evolving) needs of military leaders who will conduct the joint warfighting operations of the future.
- The Australian Defence College exploits an engagement network and research to remain abreast of the latest developments and drivers, and influence outcomes.

