

**Office of the  
State Archivist**



# **DISPOSAL SCHEDULE FOR THE TEACHERS REGISTRATION BOARD**

Disposal Authorisation DA2567

**Version 1.1  
Oct 2025**

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# Table of Contents

**Authorisation .....3**

**Introduction.....5**

**Disposal Schedule .....8**

**01.00 Standards and Accreditation Management .....8**

**02.00 Teacher Registration Management ..... 10**

**03.00 Teacher Conduct Management..... 13**

**04.00 Research and Professional Practice Development..... 14**

## Authorisation

Under Section 20 (2) (b) of the *Archives Act 1983* (Tas), I authorise 'relevant authorities' (as defined in Section 3 of that Act) to manage the disposal of the records described in this schedule in accordance with the procedures specified.

**Ross Latham**

**State Archivist**

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Version	Date	Comments
1.1	1/10/2025	Authorised release

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## Document Development History

Version	Date	Comments
1.0	03/07/2024	Initial release
1.1	01/10/2025	Alteration to indicate that identity documents can be sighted only and do not have to be retained. Sections 02.02

## Introduction

**Disposal Schedules are the State Archivist's ongoing permission to dispose of records.**

They identify:

- which records have a permanent retention and will be transferred to the Tasmanian Archives
- the minimum time that temporary records need to be kept before they can be destroyed.

### Authority

Tasmanian government organisations covered by the *Archives Act 1983* (Tas) can only dispose of records with the written permission of the State Archivist.

“Disposal of records” means destroying them, removing them from the creating organisation, or transferring them to the Tasmanian Archives.

### Records Covered

The Teachers Registration Board of Tasmania (TRB) is an independent statutory authority established under the *Teachers Registration Act 2000*.

Under the Act, the TRB is responsible for acting in the best interests of students by ensuring teachers are of good character, competent, and fit to teach in Tasmanian schools. It does this by:

- granting and reviewing teacher registrations and authorities to teach
- the accreditation of initial teacher education programs
- investigating complaints and regulating professional conduct, including taking disciplinary action where warranted
- developing and maintaining teaching standards and codes of ethics
- promoting and building the teaching profession

The TRB has established an office headed by a Registrar, and several Committees of the Board to support it in its duties. It reports to the Minister for Education, Children and Young People.

### Responsibility for review

You are responsible for monitoring legislative or regulatory changes which may affect disposal of records covered by this schedule. If this happens, please tell the Office of the State Archivist because we may need to review the disposal schedule.

### Unscheduled Records

Unscheduled records are records not covered in this or any other disposal schedule and include all pre-1960 records.

Please contact us to discuss procedures to manage these records.

### You Cannot Destroy Records, Even if the Retention Period has Passed, if:

- they are the subject of a **records retention notice** (“disposal freeze”) issued by the State Archivist or your organisation; or
- they may be required for an **investigation, inquiry or Royal Commission** which is in **progress** or expected; or
- they may be needed as **evidence** in a current or expected legal matter; or

- they are needed for applications in progress under the ***Personal Information Protection Act 2004 (Tas)*** or ***Right to Information Act 2009 (Tas)***; or
- there is a **native title claim** in progress.

If any of these apply, identify all relevant records and keep them until the matter and any following reviews, appeals or actions are complete. This may be longer than retention periods in this schedule.

## Records Of First Nations People

Keep records of First Nations' people if they document cultural connection to place and/or the impact of government policies on individuals, families and communities.

## More Information

- Outsourcing:  
You are responsible for recordkeeping, even if your organisation outsources a function.
- Retention periods are minimums:  
The retention periods in this schedule are minimum periods.
  - You can keep records longer where there is a business need for them.
  - Take a risk-based approach when deciding how long to keep records.
- Destruction of records:  
Destroy temporary records securely and appropriately to the format or medium. Record their destruction in your *Register of Records Destroyed*.
- Transfer of records:  
Transfer permanent records to the Tasmanian Archives, in line with procedures.
- Legal deposit:  
Follow [National edeposit](#) (NED) guidelines for lodging print, digital and audio-visual publications, including government publications, under legal deposit legislation.
- Legislation:  
This disposal schedule is issued under the *Archives Act 1983 (Tas)*.

Also, consider the legislation relevant to your own organisation to make sure you've met all recordkeeping requirements.

## **Other Disposal Schedules**

You can use other disposal schedules with this schedule, including:

- *Disposal Schedule for Common Administrative Functions* (DA2157)
- *Disposal Schedule for Short Term Value Records* (DA2158)
- *Disposal Schedule for Source Records* (DA2159)
- *Disposal Schedule for Statutory Governing Bodies* (DA2508)
- other disposal schedules relevant to your organisation.



## Disposal Schedule

Reference	Description	Status And Disposal Action
<b>01.00</b>	<p><b>Standards and Accreditation Management</b></p> <p>The development and implementation of standards or codes of professional practice and the accreditation of teacher education programs and providers.</p> <p>Includes the development and/or implementation of standards for:</p> <ul style="list-style-type: none"> <li>• teacher education</li> <li>• registration of teachers</li> <li>• professional ethics and conduct.</li> </ul> <p>Includes the issue of guidelines and/or advice to the teaching industry regarding requirements, criteria and/or expectations under the standards e.g. guidelines on professional boundaries for teacher/student interactions.</p> <p>Also includes the review, assessment and approval of pre-service teacher education programs by accreditation panels.</p> <p>Note: In the past Tasmania has developed its own standards for professional practice and accreditation. Since 2018 it has fully adopted national standards in order to ensure consistency of approach across all Australian states and territories, making it easier for mutual recognition to be implemented and for joint approaches to compliance issues and cases if required. The classes in this function have been written to cover both the prior State-based and current national approach. If, under the current adoption of a national approach a particular type of activity (such as developing a standard) is no longer performed by the Board, that activity may be deprecated within the relevant class description without impacting the continued use of the class for the remaining activities still undertaken.</p> <p>Note: for simplicity the term 'teacher' is used throughout this document to denote all persons registered by the Board in some capacity to teach, including all forms of full or limited registrations/authorities.</p> <p><b>See DA2508 Disposal Schedule for Statutory Governing Bodies</b> for records of Board meeting papers and minutes, Board membership and other standard Board administration processes.</p>	
<b>01.01</b>	<p><b>Records of Continuing Value</b></p> <p>Records of ongoing value documenting the Standards and Accreditation Management function, including:</p> <ul style="list-style-type: none"> <li>• final approved standards</li> <li>• final approvals and/or endorsements issued for pre-service teacher education programs</li> <li>• approved and published codes, guidelines and/or formal advice issued to assist teaching industry participants understand the requirements, criteria and/or expectations</li> </ul>	<p><b>PERMANENT</b></p> <p>Retain as State archives</p>

Reference	Description	Status And Disposal Action
	<p>of them, including those that are applied during registration or conduct management</p> <ul style="list-style-type: none"> <li>• master copies of minutes and meeting papers of accreditation panels</li> <li>• formal correspondence with the national teaching standards body regarding the adoption, withdrawal and/or variation of national standards within Tasmania</li> <li>• formal reporting or consultation responses submitted to the national teaching standards body.</li> </ul>	
<b>01.02</b>	<p><b>Long-term Records</b></p> <p>Records of long-term value documenting the standards and accreditation management function, including:</p> <ul style="list-style-type: none"> <li>• consultation drafts for circulation, revisions and feedback received, and subsequent decision-making on content during the development of standards, codes and/or guidelines issued to assist teaching industry participants understand the requirements, criteria and/or expectations of them</li> <li>• applications and supporting documentation submitted by higher education institutions to seek accreditation of an initial teacher education program. Includes correspondence with the applicant to seek clarification, further details, or minor revision/s of the application (eg suggestions for changes that are required to be made to the application to demonstrate compliance with accreditation requirements)</li> <li>• formal correspondence with an applicant for accreditation of an initial teacher education program regarding the outcome of the application, recommendations and/or next steps to be undertaken</li> <li>• routine correspondence with the national teaching standards body regarding the implementation, update and monitoring of national standards within Tasmania</li> <li>• development of reports or consultation responses for submission to the national teaching standards body, including consultation and/or data-collection carried out within Tasmania for the purposes of finalising the report/submission.</li> </ul>	<p>TEMPORARY</p> <p>Destroy 50 years after action completed</p>
<b>01.03</b>	<p><b>Short-term Records</b></p> <p>Records of short-term value documenting the standards and accreditation management function, including:</p> <ul style="list-style-type: none"> <li>• appointments and membership of accreditation panels, including correspondence and arrangements with the</li> </ul>	<p>TEMPORARY</p> <p>Destroy 10 years after action completed</p>

Reference	Description	Status And Disposal Action
	<p>national teaching standards body regarding interstate members of panels</p> <ul style="list-style-type: none"> <li>• scheduling, resourcing and other facilitation of accreditation panel meetings</li> <li>• induction and briefing of panellists regarding the accreditation process and procedures to be followed.</li> </ul>	
<b>02.00</b>	<p><b>Teacher Registration Management</b></p> <p>The registration of teachers to allow them to teach in Tasmania.</p> <p>Includes the:</p> <ul style="list-style-type: none"> <li>• initial assessment of an individual</li> <li>• provisional or full registration of a teacher</li> <li>• renewal of a teacher's registration</li> <li>• assessment for reinstatement of a teacher's registration (when returning to teaching after a period of leave), and</li> <li>• the assessment of their fulfilment of all requirements.</li> </ul> <p>Includes the granting of permission (including limited authorities) to teach.</p> <p>Also includes the production of Letters of Professional Standing for a teacher wishing to apply for teaching positions in other jurisdictions.</p> <p>Note: for simplicity the term 'teacher' is used throughout this document to denote all persons registered by the Board in some capacity to teach, including all forms of full or limited registrations/authorities.</p>	
<b>02.01</b>	<p><b>Records of Continuing Value</b></p> <p>Summary records of every individual permitted to teach in Tasmania, including those that are fully registered, provisionally registered and those granted permission to teach.</p> <p>Summary records may be comprised of details such as:</p> <ul style="list-style-type: none"> <li>• Name (and aliases over the period(s) of registration)</li> <li>• High level details of registration history (types held and when, date first registered, date last registered, periods of time when not registered, periods of time when registration was altered eg due to conduct management etc.)</li> <li>• High level details of teaching positions held (school/service in which the position was based, dates position held, position title etc.)</li> <li>• Qualification details (type, provider, date achieved etc.)</li> <li>• Any other data/high level information identified as being of ongoing interest.</li> </ul>	<p><b>PERMANENT</b></p> <p>Retain as State archives</p>

Reference	Description	Status And Disposal Action
<b>02.02</b>	<p><b>Long-term Records</b></p> <p>Records of long-term value documenting the registration management function, including:</p> <ul style="list-style-type: none"> <li>• detailed records of successful applications made for registration, including academic transcripts, evidence of identity, evidence of prior registration and any other relevant documentation</li> <li>• detailed records of eligibility for renewal of registration, including, updates to academic transcripts, evidence of teaching service/employment as a teacher, evidence of professional development activity etc.</li> <li>• detailed records of registration history, including any applications to change registration type (eg move from provisional to full registration), addition or removal of conditions on registration, school placement history etc.</li> <li>• detailed records of application made for limited authority to teach</li> <li>• summary records of unsuccessful applications made for registration/limited authority to teach</li> </ul> <p>Note: the interpretation of 'date registration period has concluded' for summary records of unsuccessful applications should be taken as the date of the conclusion of the appeal period following a decision to not register an applicant.</p> <p>Note: Under the <i>Disposal Schedule for Short Term Value Records</i> (DA2158) / 01.01.07, you can destroy any actual copies of personal documents and academic transcripts which have been provided, once you are satisfied that the relevant criteria have been met and you have recorded the information required (ie 'when reference ceases').</p>	<p>TEMPORARY</p> <p>Destroy 95 years after date registration period has concluded</p>
<b>02.03</b>	<p><b>Short-term Records</b></p> <p>Records of short-term value documenting the registration management function, including records of:</p> <ul style="list-style-type: none"> <li>• overseas criminal history checks submitted as part of an application for registration/renewal</li> <li>• auditing of registered teachers to ensure compliance with the registration process</li> <li>• auditing of professional development declarations</li> <li>• receipt of annual returns from schools and other teaching organisations reporting on the registration status of all teachers working at the organisation as of the 1st of July in each calendar year</li> </ul>	<p>TEMPORARY</p> <p>Destroy 10 years after action completed</p>

Reference	Description	Status And Disposal Action
	<ul style="list-style-type: none"><li>• routine reporting on the registration management function, statistical data and analysis, and other performance reporting documentation which is summarised in agency annual reports</li></ul>	

03.00	<b>Teacher Conduct Management</b>  The function of applying codes of practice regarding the professional conduct or practice of registered teachers.  Includes assessment and investigation to determine whether there are grounds for disciplinary action against a registered teacher resulting from a complaint or notification regarding alleged: <ul style="list-style-type: none"><li>• misconduct</li><li>• incompetence</li><li>• poor character, or</li><li>• lack of fitness to teach.</li></ul> Includes hearings and inquiries held by a Committee of Inquiry established by the Board.  Also includes participation in reviews of conduct management decisions held by the Magistrates Court (Administrative Appeals Division).  Note: for simplicity the term 'teacher' is used throughout this document to denote all persons registered by the Board in some capacity to teach, including all forms of full or limited registrations/authorities.	
03.01	<b>Long-term Records</b>  Records of long-term value documenting the conduct management function, including case records of: <ul style="list-style-type: none"><li>• complaints and notifications received</li><li>• referrals of complaints and notifications concerning incident/issues that are not regulated by the Board on to relevant authorities/organisations</li><li>• preliminary investigations and the collection of additional information to provide context and further detail regarding the incident or event leading to the complaint/notification</li><li>• reports and recommendations made to the Board</li><li>• inquiries and hearings</li><li>• decisions made by the Board</li><li>• results of appeals and reviews of Board decisions</li><li>• formal notifications of the Board's final decision made to the person under investigation, their employer and/or any other relevant authority/organisation.</li></ul>	TEMPORARY  Destroy 95 years after date registration period has concluded
03.02	<b>Short-term Records</b>  Records of short-term value documenting the conduct management function, including records of: <ul style="list-style-type: none"><li>• the temporary establishment and membership of Committees of Inquiry</li><li>• notices served on persons required to be notified of an inquiry or hearing</li></ul>	TEMPORARY  Destroy 10 years after action completed

	<ul style="list-style-type: none"> <li>correspondence with witnesses, employers, health profession experts, and any other parties who have been served a notice regarding attendance arrangements and other information provided to facilitate participation</li> <li>correspondence with health profession experts to request and receive medical and/or other health assessment reports required by the Committee of Inquiry and/or the Board in order to inform its deliberations</li> <li>facilitation of inquiries and hearings, including onsite venue arrangements, provision of remote access technology and connection options for participants unable to attend in person, staff attendance arrangements etc.</li> </ul>	
<b>04.00</b>	<p><b>Research and Professional Practice Development</b></p> <p>The function of:</p> <ul style="list-style-type: none"> <li>participating in or conducting research either at a state or national level</li> <li>supporting the development of professional practice by teachers across Tasmania.</li> </ul> <p>Examples of research include:</p> <ul style="list-style-type: none"> <li>national annual surveys of the teaching workforce conducted by national teaching standards or research organisations</li> <li>periodic state surveys of the teaching workforce, or selected cohorts, conducted by the Board to measure and improve Board resources and processes.</li> </ul> <p>Examples of professional practice projects include:</p> <ul style="list-style-type: none"> <li>participating in a national certification pilot for highly accomplished and lead teachers</li> <li>pre-registration - student good character determinations. A program of conducting assessments of all student enrolled in ITE programs in Tasmania to promote early identification of potential matters of concern which may prevent a student from meeting the relevant standards for good character upon graduation. This enables the student to either address the issue(s) of concern, or re-evaluate their career direction early in their studies</li> <li>educative programs to proactively ensure teachers are aware of regulatory resources such as codes and guidelines.</li> </ul>	
<b>04.01</b>	<p><b>Medium-term Records</b></p> <p>Records of medium-term value documenting the research and professional practice development function, including records of:</p> <ul style="list-style-type: none"> <li>research projects initiated and conducted by the Board</li> <li>professional practice development projects conducted by the Board</li> </ul>	<p><b>TEMPORARY</b></p> <p>Destroy 15 years after action completed</p>

	<ul style="list-style-type: none"> <li>ongoing professional practice development programs implemented by the Board.</li> </ul> <p>Research project records may include:</p> <ul style="list-style-type: none"> <li>research design proposals, scoping documents and ethical clearances</li> <li>approvals and conditions, reporting requirements (including those to external parties overseeing the research or an element of the research), and consents gained from/withdrawn by any participants</li> <li>master set of research tools eg surveys or questionnaires; test, task or activity descriptions; data collection methods; analysis, monitoring and measuring methods; procedures and guidance for using the tools etc.</li> <li>raw data collected during the research phase</li> <li>analysis results, interpretations and conclusions</li> <li>reports on research outcomes and learnings</li> <li>project initiation and closeout tasks.</li> </ul> <p>Professional practice development project records may include:</p> <ul style="list-style-type: none"> <li>project design, scoping and approvals</li> <li>professional practice development artifacts (eg professional practice documents, websites, resources etc.) that are designed and/or developed during or as a result of the project</li> <li>review and monitoring processes</li> <li>data collected to show impact of the project eg 'before and after' measurements and comparisons</li> <li>reports on project outcomes and recommendations for further action/next steps.</li> </ul> <p>Professional practice development program records may include:</p> <ul style="list-style-type: none"> <li>program design, scoping and approvals</li> <li>allocation of resources to the program (eg staff, budget, equipment etc.)</li> <li>communication and implementation of the program</li> <li>review, monitoring and feedback processes, including program performance monitoring and/or audits</li> <li>program reporting</li> <li>decisions to decommission or replace a program, and the resulting activities achieve this.</li> </ul> <p>Note: A project is generally differentiated from a program by its span of operation. A project will be a one off activity, usually undertaken to achieve a set outcome e.g. review and update all documentation on a particular topic, or to reflect</p>	
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	the latest changes to the standards. A program is a longer-term activity with no fixed end date usually implemented as an ongoing 'business as usual' activity eg engagement with students in teaching courses to ensure they are aware of the Board and its functions, the standards that they will be required to meet etc.	
<b>04.02</b>	<p><b>Facilitative Records</b></p> <p>Records which facilitate activities under the research and professional practice development function.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• mailouts to all Tasmanian teachers, or targeted cohorts of Tasmanian teachers, to participate in research projects, including national projects which the Board advocates for participation in</li> <li>• supplementary sets of research tools which are provided to participants during the period of research to assist in completing the research test, task or activity. Note: These sets may be updated with localised information such as the name(s) of the researcher(s) conducting the activity, who to address queries to etc.</li> <li>• working or input papers/tools that assisted with the capture of raw data, collation and/or analysis which have had their content verified and captured into a central collated record of the research data/analysis. Includes completed surveys or questionnaires that have been collated and had their data captured</li> <li>• administrative arrangements for the conduct of research eg venue bookings, equipment hire, catering etc.</li> </ul>	<p><b>TEMPORARY</b></p> <p>Destroy 2 years after action completed</p>