



GOVERNMENT OF  
WESTERN AUSTRALIA



Central  
Regional



Course

# Pre-Enrolment Guide

Training Area:

**Education Support**

Training Product:

**CHC40221**

**Certificate IV in School  
Based Education Support**



# Your Future. Your Choice. Your TAFE.

Central Regional TAFE spans four regions and around 57% of Western Australia, with nine campuses delivering training that reflects the industries driving our state's economy. From the Midwest and Wheatbelt to the Gascoyne and Goldfields, our footprint is vast – and so are the opportunities.

Studying regionally connects you directly with the jobs that matter. With most agricultural, health, and construction roles based in regional WA, training close to home ensures you build skills where the demand is.

Each campus is shaped by its community and industries. Whether it's aquaculture on the coast, mining in the Goldfields, or agriculture in the Wheatbelt, we work hand-in-hand with employers to make sure your training is current, practical, and linked to real apprenticeships and work placements.

Wherever you live, your local campus is ready to help you succeed – while keeping skills, jobs, and opportunities right here in regional WA.





# Your Campus. Your Training. Your Career.

At Central Regional TAFE, it's all about you. We're here to help you shape the future you want, with the right support every step of the way.

Learn from industry experts who bring real-world knowledge into the classroom and gain the confidence and skills employers are looking for. With over 300 nationally recognised courses – from Certificate I through to Advanced Diploma – plus a wide range of short courses, there's a pathway for every ambition.

We know life is busy, so our flexible and online study options help you balance training with work, family, and everything else you've got going on. Add to that payment plans and tailored support, and achieving your goals has never been easier.

Whether you're leaving school, changing careers, or upskilling, you'll find a place at TAFE – and a pathway to a future that works for you.

Train where you live. Build real skills. Shape a future that works – with Central Regional TAFE.



# Course Information

## CHC40221 Certificate IV in School Based Education Support

<b>Release number</b>	3
<b>Required number of units for course completion</b>	Total Units = 17 Core = 13 Elective = 4
<b>Duration</b>	1 - 2 Years (self-paced)
<b>Location</b>	Northam
<b>Delivery mode</b>	Flexible Online

### IS THIS COURSE RIGHT FOR ME?

Before you choose this course, it is important to think about the skills, knowledge, and personal attributes that will help you succeed. The information below will support you to decide whether this course is a good fit for you, or whether you may need additional preparation or support.

This qualification is more advanced than the Certificate III and requires higher-level critical thinking, initiative, autonomy, and the ability to support students with complex and diverse needs.

### Information you need to know about the course

The **CHC40221 Certificate IV in School Based Education Support** prepares you for roles where you work more independently, support teachers with specialist programs, and provide targeted assistance to students with disability, learning difficulties, behavioural needs, and diverse cultural backgrounds.

The course reflects real workplace expectations in school environments. To succeed, you will need to be aware of the following:

#### Employed as an Education Assistant.

- Currently employed in a suitable education setting
- Able to complete practical assessments on the job with a suitable supervisor to verify practical tasks

#### Emotional and Mental Requirements;

- Ability to provide student-centred support, advocacy, and practical assistance to learners with diverse needs.
- Preparedness to encounter sensitive topics and behaviours which may be distressing, with the capacity to use self-care strategies
- Respond appropriately to safeguarding concerns and mandatory reporting obligations.
- Work professionally alongside teachers, external agencies, and families
- Sound judgment and resilience when working with challenging behaviours or complex needs
- Use emotional regulation and reflective practice to manage workplace stress.

#### Physical Requirements:

- Ability to stand and walk for extended periods, as well as comfortably sit on and rise from the floor (e.g., for playground duty and classroom support)
- Assisting with classroom setup, movement between learning spaces, and managing learning resources.
- Using fine motor skills when preparing learning materials, supervising activities, or operating school-based technology.
- Adequate vision and hearing to support student communication and learning

- Supporting students with mobility needs, including guiding, prompting, or assisting with equipment (within scope of role).
- Navigating busy, noisy, or confined classroom spaces

#### **Cultural and Social Aspects:**

- Respect for cultural diversity and the ability to work effectively with students from varied backgrounds, including Aboriginal and Torres Strait Islander learners.
- Capacity to support programs, adapt learning activities, and guide students toward independence where possible.
- Ability to work independently, use initiative, and supervise or lead others in team environments while maintaining boundaries and professional conduct.

#### **Administrative Requirements**

- Competent digital literacy for record keeping, research, and using sector-related software.
- Undertake unpaid workshops and supervised work placements, sometimes outside typical hours, to apply knowledge in real service environments.

#### **Workplace Compliance Requirements**

- Obtain a Working with Children Check (WWCC) and Nationally Coordinated Criminal History Check through the Department of Education.
- Legal and ethical awareness, commitment to industry standards, confidentiality, privacy, and compliance with relevant legislation and codes of practice.

#### **Work Placement Requirements**

A **mandatory work placement of 100 hours** is required for the CHC40221 Certificate IV in School Based Education Support in a school-based environment.

Most students meet this requirement through their existing employment.

Your lecturer will:

- Verify the suitability of your workplace
- Assist you if additional placement hours are required
- Ensure placement covers all assessment requirements
- Provide school supervisors with required documentation

#### **Course Pathways**

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings under the guidance of a teacher or other educational professional. At this level, workers may be involved in facilitation of learning for a range of instructional groupings, including for those students in need of additional support. In these roles, the education support worker sources and analyses information from diverse sources, may work with limited direct supervision and could provide guidance to other workers.

To achieve this qualification, the individual must have completed a total of at least 100 hours of work in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

This course provides the practical skills and knowledge required for a career as an Education Assistant (mainstream, support, or special needs). It may also lead to further study in related community services, education, or specialist pathways. [here](#).

This qualification supports entry into a range of roles in mainstream schools, Education Support Centres, Inclusive Education programs, and specialist settings.

It may lead to positions such as:

- Education Assistant (Mainstream)
- Education Assistant (Special Needs)

- Education Assistant (Autism, Disability, or Learning Support)
- Education Assistant – Aboriginal and Islander Education Officer (AIEO)
- Education Support Worker (Primary or Secondary)

Further study pathways may include:

- CHC43121 Certificate IV in Disability
- CHC40213 Certificate IV in Education Support (equivalent/elective pathways)
- Diploma-level community services or youth work qualifications
- Bachelor of Education (Primary, Early Childhood, or Secondary)

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## National Course Entry Requirements

There are no National entry requirements for this qualification.

## Central Regional TAFE (CR TAFE) Entry Requirements

You must have a Unique Student Identifier (USI) to enrol in and complete any nationally recognised training in Australia. If you do not have a USI or need help getting one, we can assist you with the process.

**Before you enrol**, CR TAFE is required to review your language, literacy, numeracy and digital (LLND) skills to help you decide if the course is right for you, identify any support you might need, or whether other learning options may be better suited to you at this time.

For this course, the method of LLND review will be an online LLND assessment organised by the college.

You will have the choice of one (1) of the following four (4) options:

1. Evidence of completing a qualification in a related community services field such as, Certificate III in Community Services, Certificate III in Early Education and Care, Certificate III in School Based Education Support or higher qualifications
2. Evidence showing suitable work experience in a school environment by submitting a referee report and detailed resume
3. School reports showing C grade or higher in English, Mathematics (WACE)
4. Complete a LLN Robot and Course Ready Quiz to identify if you have the literacy, numeracy and digital literacy skills for studying this course. After the LLND review, the Student Business Systems Team will inform you of the result and the best way forward which may include:
  - Proceeding to enrolment
  - Possible alternative learning options
  - Any support that can be provided

## Fees and Payments

Whether you are enrolling in individual units and/or full qualifications at CR TAFE, you are responsible for paying the enrolment fee for each unit you enrol in.

You will find detailed information about your course costs and how they are calculated on our website [here](#).

You can also check the drop-down box for FEES on your course page on the website which has details about the course fees.

Further information on:

- key payment terms and conditions
- availability of any relevant government training entitlements and subsidies
- our withdrawal and refund requirements

is available under the Fees and Payment Options section in the Student Handbook on our website [here](#).

Our Student Business Systems team can help if you are unsure about any fee information. Please refer to the Contacts section, on how to contact us.

## Learning Resources

You will need the following learning resources for your course:

### Online learning materials

Students will access their learning materials through the designated online learning management system Blackboard. Once enrolled, lecturers will provide access to the relevant units.

#### Each unit will include:

- Learning resources to support your study.
- Assessment tasks and submission guidelines.

Access to these materials will be available for the duration of your enrolment period. Students are encouraged to regularly log in to the platform to stay up to date with announcements, resources, and deadlines.

## Resources and Equipment Required

Students are expected to supply the following resources and equipment at their own expense:

### Stationery and Technology

- Basic stationery items such as pens, notebooks, and folders.
- A laptop or computer with reliable internet access for off-campus study.

### Course Resources

Several resources are required for this course, as outlined below:

#### • Prescribed Text:

Kearns, K. (2024). *Supporting Education* (4th Ed.). Sydney, NSW: Cengage Learning Australia.

#### • Optional Texts:

Smallprint Participant Guides are available to borrow through CRTAFE library.

### Working With Children Check (WWCC)

- Students aged 18 years and over are required to apply for a WWCC clearance.
- Cost: \$11.00 for volunteers and students completing unpaid placements.
- Lecturers will complete the necessary section of the application to ensure the student/volunteer rate is applied.
- Students already employed in the industry should ensure their WWCC is current and renew it as required.

### Nationally Coordinated Criminal History Check

- Required by the Department of Education and Training WA.
- Cost: \$10.00 (as of February 2024) for volunteers, university and TAFE students on practicum, and post-compulsory students enrolling at a public school (non-volunteer).

### Method of study

Flexible self-paced online

Conducted over 1 to 2 years either full-time or part-time

### My Portal

There is a variety of information available to students on our website under [Current Students myPortal](#). Once you are enrolled, the Student Portal will allow you to view the following:

- My application - view the status of your application to study
- My payments - view your payment history and instalment plan details (if relevant)
- My study - view your course details, units and academic records
- My details - view and update your personal information

- My tasks - view any notices from Central Regional TAFE
- Blackboard - links directly to the Blackboard e-learning platform

### Recognition of Prior Learning

Recognition of prior learning (RPL) means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product. If you think you have existing knowledge and skills in one or more of your units of study, you may apply for RPL. Should you apply for RPL, you will be supported through the process by a lecturer. For further information visit our website [here](#).

### Credit

Credit can be given if you have successfully completed a unit or module that has the same code or is deemed equivalent to one in your current course. You may have completed this unit/module at a Registered Training Organisation or at an alternate authorised organisation such as a university.

You will have to provide some evidence you have successfully completed the unit or module. This might include authenticated VET transcripts or other AQF certification documents like Statements of Attainment, Records of Results etc.

You won't be charged for credit. If you think this might apply to you, contact your lecturer to discuss eligibility, the application process and the evidence you need to provide.

**Note:** CR TAFE will not issue an Award or Statement of Attainment that is achieved wholly through crediting units completed at another RTO.

### Appeals and Feedback

CR TAFE values student feedback and recognises that opportunities to improve products and services arise from the effective handling of student complaints. Complaints are processed in a way that balances the interests of students and CR TAFE while making sure the process is fair for everyone.

Students are supported to [provide feedback and make complaints](#). Students have the right to appeal decisions made by the lecturer/assessor and CR TAFE. For example, if you have concerns about your assessment results, please approach your lecturer to discuss the issue and/or refer to our website for details [here](#).

### Student Support Services

CR TAFE aims to provide a supportive learning environment for all students. If you have any support needs, either before you enrol or during your course, we encourage you to speak with your lecturer or the Student Support Services team. CR TAFE will provide, or help you access, the support that can assist you in your studies.

#### Training Support:

You are encouraged to identify any training support that you may need before you enrol and at any point during your learning journey. This may include but not limited to:

- Study Skills
- Accessing and using technology
- Assessments
- Disability support
- Aboriginal and Torres Strait Islander support

**Wellbeing Support:**

CR TAFE is dedicated to supporting students and to providing a safe and inclusive learning environment for all students including a culturally safe learning environment for Aboriginal people. CR TAFE recognises that student wellbeing is important for a successful learning journey and may provide, or support access to, appropriate services where needed. Wellbeing support may include, but not limited to:

- Counselling and mental health resources (external)
- Career Services and Guidance (internal)
- Financial (fee and debt payment options, scholarships) (internal)
- Abuse, harassment, bullying (internal and external)
- Crisis and Support Lines (external)
- Support for Aboriginal students (internal and external)
- Aboriginal Counselling Support (external)
- Support for students with disability (internal and external)
- Support for international students (internal)

For confidential, no obligation contact information for wellbeing support, please contact our Student Support Services team who can help you with more information on how to access these support services, or go to our [website](#).

**Contacts:****Lecturer contact details:****Lecturer School Based Education Support**

Name: Jacqui McNamara

Phone number: 08 96226785

Email: [Jacqui.McNamara@crtafe.wa.edu.au](mailto:Jacqui.McNamara@crtafe.wa.edu.au)

Name: Naomi Warr

Phone number: 08 96226748

Email: [naomi.warr@crtafe.wa.edu.au](mailto:naomi.warr@crtafe.wa.edu.au)

Name: Berna McMullan

Phone number: 08 96226703

Email: [Berna.mcmullan@crtafe.wa.edu.au](mailto:Berna.mcmullan@crtafe.wa.edu.au)

**Availability:** Lecturers will aim to reply to enquiries within 24 hours during business hours (Monday to Friday), or at the earliest opportunity thereafter.

To speak to our Student Business System Team, Student Support Services Team, our Technical Support Team, Aboriginal Support Services or your local Access and Equity Inclusion Officer, contact: 1800 672 700 or [enquiries@crtafe.wa.edu.au](mailto:enquiries@crtafe.wa.edu.au).

Alternatively, you can complete an online enquiry form <https://www.centralregionaltafe.wa.edu.au/contact-us>.

For help with all things career, training and employment, contact our Jobs and Skills Centres at either our Geraldton, Kalgoorlie or Northam campuses, or call 13 64 64 or go to [www.jobsandskills.wa.gov.au](http://www.jobsandskills.wa.gov.au).

**Award**

Upon successful completion of this course, you are entitled to an Award and a Record of Achievement. Should you not have successfully completed all the units of competency required for the Award, you are entitled to a Statement of Attainment for the individual units for which you have been assessed as competent.

**Further Resources and Information**

More information can be found in our Student Handbook, available for download off our website [here](#).

### **Notification of Changes to the Course**

You will be informed in writing by your lecturer of any changes that affect your course after enrolment. You will be supported throughout the change to ensure there is minimal disruption to your learning journey.

### **Assessment Methods**

For this course, assessments may include the following:

- Knowledge questions: This involves answering questions, either orally or in writing relating to the unit of competency.
- Observations: This involves your assessor or a third party (workplace supervisor) observing you perform tasks in the workplace and/or simulated workplace to check that you have the knowledge and skills required for the unit of competency.
- Project: This involves completing tasks or activities in the workplace and/or simulated workplace to show that you can apply the knowledge and skills required for the unit of competency.
- Portfolio: This is a collection of evidence you put together, such as documents, examples of your work, or completed activities, to show that you have the knowledge and skills required for the unit of competency.

Note: The specific assessments required for each unit of competency will be outlined in the Training and Assessment Plan (TAP) for that unit. You will receive a copy of the TAP for each unit when you enrol.

### **Overview of Training Hours and Assessment Methods**

The table below outlines the units you need to complete. It shows the types of training you are required to do, approximately how much time they should take, and how each unit will be assessed. This will help you understand how much time you.

## Training and Assessment Strategy

TAS-CRT-QUAL-CHC40221-R1.00-K6H7M5 | Published

CHC40221 - Certificate IV in School Based Education Support - R1.00

NOR 2026-27 SPE NES

Stage	National ID	Unit Of Competency	Face to Face	Workshops	Work Placement	Structured Out Of Class Activities	Tutorial Study Support	Total	Assessment	Delivery Mode	Core / Elective	Group	Pre-Requisites National Code/s
Stage 1	CHCEDS033	Meet legal and ethical obligations in an education support environment [ODK32]				25.00		25.00	8.00	Flexible/Online	Core	Core Units	
	CHCEDS058	Support the implementation of behaviour plans [ODK23]			0.00	50.00		50.00	18.00	Flexible/Online	Core	Core Units	
	CHCEDS059	Contribute to the health, safety and wellbeing of students [ODK45]			0.00	25.00		25.00	8.00	Flexible/Online	Core	Core Units	
	CHCPRP003	Reflect on and improve own professional practice [AVB48]			0.00	40.00		40.00	10.00	Flexible/Online	Core	Core Units	
	CHCEDS049	Supervise students outside the classroom [ODK68]			0.00	30.00		30.00	5.00	Flexible/Online	Elective	Elective Units	
	CHCEDS061	Support responsible student behaviour [ODK61]				40.00		40.00	10.00	Flexible/Online	Elective	Elective Units	
Stage 2	CHCEDS048	Work with students in need of additional learning support [ODK19]				65.00		65.00	18.00	Flexible/Online	Core	Core Units	
	CHCEDS051	Facilitate learning for students with disabilities [ODK76]			0.00	60.00		60.00	18.00	Flexible/Online	Core	Core Units	
	CHCEDS056	Provide support to students with autism spectrum disorder [ODK64]			0.00	40.00		40.00	8.00	Flexible/Online	Core	Core Units	
	CHCPRT001	Identify and respond to children and young people at risk [WG802]			0.00	25.00		25.00	8.00	Flexible/Online	Core	Core Units	
Stage 3	CHCDIV001	Work with diverse people [AVC09]				30.00		30.00	8.00	Flexible/Online	Core	Core Units	
	CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures [ODK39]				45.00		45.00	14.00	Flexible/Online	Core	Core Units	
	CHCEDS045	Support student mathematics learning [ODK58]				35.00		35.00	10.00	Flexible/Online	Core	Core Units	
	CHCEDS046	Support student literacy learning [ODK62]				50.00		50.00	16.00	Flexible/Online	Core	Core Units	
	CHCEDS047	Assist in facilitation of student learning [ODK50]			100.00	45.00		145.00	8.00	Flexible/Online	Core	12 Month Enrolment	

Stage	National ID	Unit Of Competency	Face to Face	Workshops	Work Placement	Structured Out Of Class Activities	Tutorial Study Support	Total	Assessment	Delivery Mode	Core / Elective	Group	Pre-Requisites National Code/s
Stage 3	CHCEDS041	Set up and sustain learning areas [ODK37]				25.00		25.00	10.00	Flexible/Online	Elective	Elective Units	
	CHCEDS042	Provide support for e-learning [ODK41]			0.00	25.00		25.00	5.00	Flexible/Online	Elective	Elective Units	
		<b>Total</b>	0.00	0.00	100.00	655.00	0.00	755.00	182.00				
<b>Cluster</b>	<b>Unit Of Competency</b>								<b>Core / Elective</b>				

## Training and Assessment Strategy

TAS-CRT-QUAL-CHC40221-R1.00-K6H7M5 | Published

CHC40221 - Certificate IV in School Based Education Support - R1.00

NOR 2026-27 SPE NES

Assessment	Method	Lecturer	Trainer	Assessor
CHCDIV001: Work with diverse people [AVC09]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCECE054: Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures [ODK39]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCEDS033: Meet legal and ethical obligations in an education support environment [ODK32]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCEDS041: Set up and sustain learning areas [ODK37]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCEDS042: Provide support for e-learning [ODK41]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCEDS046: Support student literacy learning [ODK62]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCEDS047: Assist in facilitation of student learning [ODK50]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCEDS048: Work with students in need of additional learning support [ODK19]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCEDS049: Supervise students outside the classroom [ODK68]	A, B, C, D	Bernadette McMullan	Yes	Yes

CHCED5049: Supervise students outside the classroom [ODK68]	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCED5051: Facilitate learning for students with disabilities [ODK76]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCED5056: Provide support to students with autism spectrum disorder [ODK64]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCED5058: Support the implementation of behaviour plans [ODK23]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCED5059: Contribute to the health, safety and wellbeing of students [ODK45]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCED5061: Support responsible student behaviour [ODK61]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCPRP003: Reflect on and improve own professional practice [AVB48]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes
CHCPRT001: Identify and respond to children and young people at risk [WG802]	A, B, C, D	Bernadette McMullan	Yes	Yes
	A, B, C, D	Jacqui McNamara	Yes	Yes
	A, B, C, D	Naomi Warr	Yes	Yes





RTO: 52789

 1800 672 700

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