

Elzahn Rinquest

ACADEMIC / LECTURER / RESEARCHER

Key specialisation areas

- SOCIOLOGY OF EDUCATION
- EDUCATION POLICY STUDIES
- EDUCATION MANAGEMENT & LEADERSHIP
- DIGITAL LITERACIES & EdTech
- TEACHER TRAINING
- SPECIAL NEEDS EDUCATION
- DIVERSITY & INCLUSIVE EDUCATION

Education

2018-2021	<p>Stellenbosch University PhD in Education Dissertation: "The place-making pedagogical practices of teachers in an inclusive high school"</p> <p>Supervisor: Prof Aslam Fataar Department Education Policy Studies</p>
2014-2016	<p>Stellenbosch University Master's in education (thesis by articles) Dissertation: "'Place-making': Investigating the place-based identity negotiations of high school girls in the informal spaces of their school"</p> <p>Supervisor: Prof Aslam Fataar Department Education Policy Studies</p>
2013	<p>Stellenbosch University Bachelor of education honours Graduated Cum Laude Education Management and Leadership</p>
2004-2007	<p>Stellenbosch University Bachelor of education Majoring in Mathematics and Afrikaans Education Intermediate and Senior Phase: Grades 4-9</p>

Honors and awards

March 2024	<p>Africa Collaboration Grant The ACG offers opportunities to SU staff to host and visit partners in other African countries, support Emerging Scholars, and contribute towards workshops.</p>
Nov 2023	<p>Best research-based presentation SOTL conference (Stellenbosch University, South Africa) Title: "Podcast as a Third Space: Investigating Pre-Service Teachers' Teacherly Becoming and Positioning" (with Mrs. D Davids)</p>

Jan 2022

NRF Thuthuka Research Grant (Post-PhD track; 3-year funding term)

The Thuthuka funding instrument links to the strategic intent of the National Research Foundation (NRF), which seeks to promote and support the establishment of a transformed, internationally competitive and sustainable research workforce. It is located within the Human and Infrastructure Capacity Development (HICD) Directorate and managed within the emerging/early career researchers' cluster of programmes.

Research experience

- Completed three extensive ethnographic research studies
- Planning and managing of research projects
- Report writing, article writing, chapter writing
- Published in national and international peer-reviewed journals
- Data collection: qualitative methods (Interviewing, focus groups, photo-elicitation, document analysis, policy analysis, historical tracing, participant observation)
- Critical and thematic data analysis
- Critical & creative project development

2025 -

Co-investigator: 'Professors Back to School Project'

Primary Investigator: Prof Jonathan Jansen

2022-2024

Primary investigator: NRF Thuthuka Research Grant

Co-investigator: Dr Precious Simba (Stellenbosch University)

Title: "School managers' subjectivities and place-making practices for inclusion at full-service and special- needs schools in the Western Cape"

Project number: TTK210317590163

- Research project coordinator.
- Fieldwork / Data analysis / Report writing / Publications/ budget management.

2024

Co-investigator: Africa Collaboration Grant

PI: Dr S Bishop-Swart (SU) and Faculty of Education, Makerere University, Uganda.

Title: "Teacher Wellbeing African Partnership: Building Emotional Resilience"

- International collaboration project
- Workshop facilitation/ Fieldwork/ Data analysis / Report writing / Publications.

2021

Primary investigator: Stellenbosch University

Co-investigator: Prof Aslam Fataar

Title: "Investigating the digital practices of selected Stellenbosch University students as part of their education experiences at this university."

Ethics project number: 23446 (SU)

- Fieldwork/ Data analysis / Report writing / Book chapter.

Teaching experience

- Curriculum development: Developing modules for undergraduate studies in Sociology of Education and Education policy and Management
- Sequencing and pacing of curriculum content
- Implementing various learning support strategies
- Trans-languaging in class presentations & content
- Assessment adaptations and applying diverse assessment strategies

2020 - Present

Stellenbosch University, Faculty of Education
Lecturer, Department Education Policy Studies

MODULES:

2021-Present

2023-Present

2022-Present

2023-Present

2021-2022

2020-2022

2020

- Sociology of Education 377/379
- Society and Education 779
- Managing people and change (Advanced Diploma in School Leadership)
- Managing the school as an organization (Advanced Diploma in School Leadership, 2023)
- Education Policy & Management 377/379
- Perspectives on Education Systems 477/479
- Philosophy of Education 477/479

Supervision Experience

Doctoral /PhD supervision

2024-Present

Studies in progress

Ms S Parks: "A Sociological Analysis Exploring the Conceptualisation of the Teaching and Learning of Sexuality Education in a South African High School" Co-supervisor with Dr H Walters (Dept. Sociology & Anthropology)

2025-Present

Ms M Malikopo (title in progress)

Master's research supervision

2025-Present

Studies in progress

Ms M Morema (title in progress)

Ms N Mthimkulu (title in progress)

2024-Present

Ms L Groenewaldt: "A study of the emotional labour of teacher managers in arts centres using art-based reflection" Co-supervisor with Dr S Bishop-Swart

Ms L Juries: "Novice teachers' navigation of classroom management and professional development in the context of praxis shock in rural, low-income schools" Co-supervisor with Mrs D Davids

2022-Present

Ms J Roux: "Interrogating leadership practices that culminate in the creation of gender and sexual diverse spaces at a school."

2021-2024

Mr K Petersen: "Exploring the spatialised practices of how SMT members impact transformation to deliver culturally inclusive education at one primary school in Stellenbosch."

Mr C Blaauw: "Exploring school principals' leadership practices aimed at impacting and transforming school culture at two high schools in Cape Town."

Honours research supervision

2024

Ms E Olivier: "Teachers' experiences and attitudes towards including learners with Autism Spectrum Disorders (ASD) at a pre-primary school in Stellenbosch."

Mr L Khumalo: "Exploring Inclusive Education: Identifying and Overcoming Learning Barriers in South African Schools."

Ms N Kola: "The perceptions of teachers towards the integration of technology"

Ms V Sas: "Challenges rural school teachers experience with the implementation of inclusive education."

2023

Mrs J Johannes: "Verstaan afknouery deur leierskap in die werkplek: definisies, impak en regspektiewe in Suid-Afrika"

Ms T Malinga: "Teacher experiences and pedagogical adaptations in Physical Sciences classrooms at a township school."

Ms X Siganga: "Exploring high School teachers' emotions and wellbeing while teaching in overcrowded classrooms."

Mrs Y Meyer: "Factors that shape the teaching strategies and methodologies of teachers at one LSEN school of skills in Cape Town"

2022

Mrs L Erasmus: "How SMT members cultivate care and practice compassionate leadership at a primary school in Cape Town."

Ms C de Vries: "Retention of first-year teachers and reasons for leaving the teaching profession."

Mr R Fischer: "Discipline during the Pandemic: A study of teachers experiences with discipline during post-rotational teaching."

Mr D Fisher: "Teachers' lived experiences with integrating ICT into their teaching practice at a school in the Western-Cape."

2021

Ms D October: "Onderwysers se ervaringe van die onderrig van leerders met Outisme Spektrumversteuring by h voldiensskool in Kaapstad."

Ms M Swartz: "ELSEN teachers' lived experiences and pedagogical adaptations for online teaching and learning during the Covid-19 pandemic."

Ms J Roux: "Onderwysers se ervaring met die implementering van e-leerpraktyke binne een skool in Ermelo, Mpumalanga."

Ms S Simons: "Die invloed van een skoolhoof se leierskapstyl en bestuurspraktyke op diverse onderwyser se persepsie van hul onderwyser subjektiwiteit."

2020

Ms A Beerwinkel: "Graad 7 onderwysers se pedagogiese praktyke om dissipline in die klaskamer te navigeer in skole in die Paarl-Oos omgewing."

Mr F Venter: "First-year teachers' pedagogical learning experiences through the teaching of 'unfamiliar' subjects."

Mr K Petersen: "Teachers' lived experiences of integrating 'Information and Communication Technology' into their pedagogies at disadvantaged primary schools in Stellenbosch during the Covid-19 pandemic."

Training & Mentoring

- Experience in staff development and support: Presenting and mentoring novice educators
- Providing training and support to parents and caregivers
- Training and management of classroom assistants
- Head of Department: Mentoring & managing a team of educators
- Multi-disciplinary team member
- Feedback meetings with multi-disciplinary team and parents
- Experienced in performance management and procurement processes

School-based experience

2017-2019	Jan Kriel School , Cape Town Head of Department Senior Phase
2016-2017	Vista Nova SEN School , Cape Town Head of Department Intermediate Phase
2008-2016	Primary School Teacher , Western Cape Education Department

Publications

Book chapters

Rinquest, E. 2023. Chapter 3: Digital literacy acquisition pathways and practices: Experiences of first-generation black university students. In Fataar, A [Ed.], *The Educational Pathways and Experiences of Black Students at Stellenbosch University*. Stellenbosch University: African Sun Media. pg. 61-78.

Rinquest, E. 2018. Chapter 5: Negotiating belonging at school: High school girls' mediation of their out-of-classroom spaces. In Fataar, A [Ed.], *The Education Practices and Pathways of South African Students across power-marginalised spaces*. Stellenbosch University: African Sun Media

Journal publications

Rinquest, E. & Simba, P. 2024. Beyond intentions: Problematizing inclusive education and social justice in South Africa. *Journal of Education* (96):78-97.

Rinquest, E. 2024. Subjective mechanisms for survival in the unfamiliar schooling space: Special needs teachers' lived experiences. *South African Journal of Higher Education*. Volume 38 Number 6:221-239.
<https://dx.doi.org/10.20853/38-4-5866>

Rinquest, E. 2021. The marginalised positioning of teachers at a special needs school in Cape Town by neoliberal

management practices. *LitNet Akademies*. Volume 18, Issue 3, pg. 604-632.

<https://www.litnet.co.za/the-isolation-of-teachers-at-a-special-needs-school-in-cape-town-by-neoliberal-management-practices/> (English abstract)

<https://www.litnet.co.za/die-isolasie-van-onderwysers-by-n-spesiale-skool-in-kaapstad-deur-neoliberal-bestuurspraktyke/> (Full article in Afrikaans)

Fataar, A., and Rinqest, E. 2019. Turning space into place: The socio-spatial dynamics of high school girls' school-going lives outside of the classroom. *Research in Education*. Volume 104, Issue 1, pg.24 – 42.

<https://journals.sagepub.com/doi/10.1177/0034523718791920>

Rinqest, E., and Fataar, A. 2016. The 'Affective Place-Making' Practices of Girls at a High School in Cape Town, South Africa. *Education Studies, A journal of the American Educational Studies Association*. Volume 52, Issue 6:521 – 535. <http://www.tandfonline.com/doi/abs/10.1080/00131946.2016.1237245?journalCode=heds20>

Rinqest, E. 2015. Making place: High school girls' place-making practices and identifications in the light of the 'expressive culture' of their independent school in peri-urban Cape Town. *Southern African Review of Education with Education with Production*, Volume 21, Issue 2, pg.69 – 90. <https://journals.co.za/content/sare/21/2/EJC193726>

Journal papers accepted

Journal papers in review

Rinqest, E. forthcoming. Teachers' spatially engaged practices: Pedagogical place-making in out-of-classroom spaces at a special needs school. *International Journal of Inclusive Education*.

OpEds / Media Publications

Cape Times, page 6

Publish date: 14 June 2024

Title: "Teachers under pressure: Hoe to lighten the load"

Cape Argus, page 6

Publish date: 8 October 2024

Title: "Threat to education quality: Decision to cut teaching posts is short-sighted"

Recent presentations

- 2024
- Title: "Podcast-making in teacher education: Fostering critical discourse and collaborative learning with pre-service teachers"
- **Asian Conference of Education** (Tokyo, Japan)
- Title: "Towards inclusive learning spaces: Visual classroom subcultures and teaching postures in a Cape Town special-needs school"
- **SAERA** (UFS, South Africa)
- Title: "SMT's Perspectives on Space, Policy, and Community at Full-Service Schools"
- **SAERA** (UFS, South Africa)
- Title: "Exploring Teacher Well-Being (TWB) and Emotional Resilience of Pre-Service Teachers (PSTs): An Integrated Approach Across Two African Countries"
- **SoTL** (SU, South Africa)
- 2023
- Title: "Digital Literacy Acquisition Pathways and Practices: Experiences of First-Generation Black University Students"
- **CG Scholar Conference**, Sao Paulo, Brazil
 - **SANORD**, Hamar, Norway
- Title: "Podcast as a Third Space: Investigating Pre-Service Teachers' Teacherly Becoming and Positioning" (with Mrs. D Davids)
- **CG Scholar Conference**, Sao Paulo, Brazil
 - **SOTL**, Stellenbosch University, South Africa
- Title: "Problematizing inclusive education in South Africa: A critical analysis of policy documents and implications for social justice" (with Dr P Simba)
SAERA, East London, South Africa
- Title: "Identity and Space: The place-making pedagogical practices of teachers at a special needs high school in Cape Town"
SASEA, University of Western Cape, South Africa
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Professional training

- 2024
- Assessment in Higher Education (Short course)**
Stellenbosch University, Center for Teaching and Learning
- 2023
- Research Supervision (Short course)**
Stellenbosch University, Center for Teaching and Learning
- 2021-2022
- Various workshop related to Higher Education TLA**
- PREDAC (SU onboarding course)
 - ECAD (Early Career Academic Development)
 - ADA (African Doctoral Academy)
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Professional affiliations

2024	AIFOR/ACE Member of international community of academics
2023-Present	SAERA Member and SIG deputy coordinator (Inclusive education)
2023-Present	CG SCHOLAR Member of international community of academics
2023-Present	SANORD Member of international community of academics

Professional service

2020-Present	Curriculum & workshop development MacMillan Education
2023	Peer-Reviewed Articles for: <ul style="list-style-type: none">Journal of African Education (JAE)
	External Examiner
2022-Present	WITS University, School of Education

Community service

2021-Present	TEACHERcalm Social Impact Project Project coordinator, African collaboration
2022-Present	Staffroom Chatter Podcast Project coordinator, International listenership / Online

Languages

English	First Additional Language, Excellent
Afrikaans	Home language, Excellent

Technology skills

Learning Management Systems (LMS)

Proficient in using learning management systems like Moodle for creating and delivering online course content, managing student assignments and assessments, and facilitating online discussions.

Instructional Technology

Skilled in using various instructional technology tools to enhance student learning, such as presentation software (e.g., PowerPoint, Keynote), multimedia tools for creating video lectures or interactive elements, and online collaboration platforms.

Data analysis and research software

Proficient in using a variety of data analysis and research software tools, including:

- **Offer.ai:** Streamline transcription and analysis of lectures, interviews, and focus groups.
- **EndNote/Mendeley:** Efficiently manage and organize research references and citations.
- **Atlas.ti:** Conduct qualitative data analysis tasks such as coding, theme identification, and relationship exploration.

Microsoft Office Suite:

Expert user of Microsoft Word, Excel, and PowerPoint for creating course materials, assignments, and presentations.

References

Professor Aslam Fataar

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Professor Nuraan Davids

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