

Dr. Steven Lewis

Contact information:

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Work history

Position	Organisation	Years
Associate Professor and Principal Research Fellow	Institute for Learning Sciences and Teacher Education, Australian Catholic University	2024 -
Senior Research Fellow and ARC DECRA Fellow	Institute for Learning Sciences and Teacher Education, Australian Catholic University	2021 - 2023
Research Fellow and ARC DECRA Research Fellow	Research for Educational Impact Centre, Deakin University	2019 - 2021
Alfred Deakin Postdoctoral Research Fellow	Research for Educational Impact Centre, Deakin University	2017 - 2019
Visiting Scholar	Department of Educational Leadership, College of Education, Kansas State University	2016 - 2017
Research Fellow	Melbourne Graduate School of Education, The University of Melbourne	2016 - 2017
Project Manager	School of Education, The University of Queensland	2015 - 2017
Lecturer/Tutor (PT)	School of Education, The University of Queensland	2014 - 2016
Secondary School Teacher	Biology and Mathematics Teacher, Bray Park State High School, Brisbane	2006 - 2012

Education, fields of expertise and research supervision

Education

Qualifications	Organisation	Completed
Doctor of Philosophy	The University of Queensland	2016
Bachelor of Education (Secondary) (Graduate Entry)	The University of Queensland	2006
Bachelor of Biotechnology with Hons (Class I)	The University of Queensland	2004

Fields of educational expertise

- Politics and policy of education; Policy sociology; Educational governance; Digital data, platforms and infrastructures; EdTech; the OECD and PISA; Comparative and international education; Teacher expertise; Teacher professional learning; Policy mobilities; Assemblage theory; Social topology

Expertise in qualitative, quantitative and mixed research design methodologies

Expertise in qualitative research design in education policy sociology and comparative education. Specific methodologies include Foucauldian analysis of discourse, network ethnography, policy mobilities and topological genealogy

Research supervision fields

- Education policy
- Educational governance
- Comparative education
- Digital data, platforms and infrastructures
- Assessment
- Education work of the OECD and 'external actors'
- Teachers' professional knowledge, expertise and learning

Funded research

Competitive grants

Year	Grants	Funding (AUD)
2023	Kings College London Menzies Australia Institute King's-Australia Partnership Seed Fund: Lewis, S. (co-CI), Black, S. (co-CI), <i>Mapping EdTech Actors and Networks: Theorising Influence(s) in Blurry 'Public' Schooling Systems.</i>	\$15,358 (£8,000)
2022-2024	Australian Catholic University Translate4Impact Grant: Holloway, J. (co-CI), Lewis, S. (co-CI), <i>The Education Research Trust: A Policy and Practice Impact Hub at ACU.</i>	\$95,989
2021	Deakin University Science and Society Network Interdisciplinary Project Incubator Grant: Lander, N., Sousa-Sá, E., Barnett, L., Mohamed, S., Nahavandi, D., Lewis, S. and Duncan, M., <i>Moving the next generation: Testing a motor skill assessment sensor wear App with teachers in schools.</i>	\$6,750
2019-2022	Australian Research Council, Discovery Early Career Researcher Award: Lewis, S. (lead CI), <i>Globalising School Reform Through Online Teacher Professional Learning</i>	\$358,208
2017-2019	Deakin University, Alfred Deakin Postdoctoral Research Fellowship: Lewis, S. (lead CI), <i>New data-driven modes of standardised assessment and the reshaping of local schooling reform</i>	\$182,204

Other funded research and tenders

Year	Research	Funding
2022	Catholic Diocese of Maitland-Newcastle, NSW: Lewis, S. , Kidson, P., & Lingard, B., <i>CSO Review Project for Maitland-Newcastle Diocese Catholic Schools Office</i> (Tender)	\$10,000
2022	Catholic Schools NSW: COVIDILS Symposium: Lewis, S. , Holloway, J., & Langman, S., <i>Provoking generative conflict around data in schools</i> (Tender)	\$5,550
2022	South Australian Department for Education: Governmental Relations and Policy: Holloway, J., & Lewis, S. , <i>How to use evidence to inform education policy</i> (Tender)	\$1,975
2012-2016	Australian Postgraduate Award: Lewis, S. (lead CI), <i>Understanding New Spaces and Relations of Global Governance in Education: The OECD's PISA for Schools.</i>	\$72,000

Publications

Books

Lewis, S., & Spratt, R. (2024). *Assembling comparison: Understanding education policy through mobilities and assemblage*. Bristol University Press: Bristol.
<https://bristoluniversitypress.co.uk/assembling-comparison>

Lewis, S. (2020). *PISA, policy and the OECD: Respatialising global educational governance through PISA for Schools*. Singapore: Springer Nature.
<https://doi.org/10.1007/978-981-15-8285-1>

Book chapters

Lewis, S., & Decuyper, M. (in press, due 2024). Platformed professionalities: Reconfiguring teacher professionalism and learning in/as/through digitally mediated projects and schooling platforms. In X. Dumay, L. Paine, & T. Sorensen (Eds.), *World Yearbook of Education 2025: The Teaching Profession in a Globalizing World: Governance, Career, Learning* (pp. xxx-xxx). Oxon: Routledge.

Lewis, S., Gulson, K.N., & McKenzie, M. (in press, due 2024). Policy mobilities are more than global policy movement: Concepts and methodologies in education policy research. In D.B. Edwards Jr, A. Verger, K. Takayama, & M. McKenzie (Eds.), *Researching global education policy: Diverse approaches to policy movement* (pp. xxx-xxx). Bristol: Policy Press.

Lingard, B., Lewis, S., & Holloway, J. (in press, due 2024). Governing teachers through data, and data as policy: The case of the Texas Teacher Evaluation and Support System (T-TESS). In D. Wyse, V. Baumfield, N. Mocker, & M. Reardon (Eds.), *The BERA Sage International Handbook of Research-Informed Education Practice and Policy* (pp. xxx-xxx). London: Sage.

Spratt, R., Johansson-Fua, S., & Lewis, S. (in press, due 2024). A *talatalanoa* about Pacific education development regionalism: Insights from using a conjoined Policy Mobilities and Assemblage Theory (PMAT) lens. In I. Santos, E. Pekkola, & H. Posti-Ahokas (Eds.), *Education development inside out: Organisational and professional realities of international organisation working for Global Educational Development* (pp. xxx-xxx). Leiden: Brill

Lewis, S. (2024). Platforming PISA: The OECD as a mobile governance actor in global education. In B. Williamson, J. Komljenovic, & K.N. Gulson (Eds.), *World Yearbook of Education 2024: Digitalization of education in the era of algorithms, automation and artificial intelligence* (pp. 175-195). Oxon: Routledge.
<https://doi.org/10.4324/9781003359722-14>

Gulson, K.N., Lewis, S., Cohen, D., Rowe, E., Yoon, E.-S., & Lubienski, C. (2022). Spatial theories, methods and education policy. In R. Tierney, F. Rizvi, K. Ercikan (Eds.), *International encyclopaedia of education, 4th edition* (pp. 29-36). Oxford: Academic Press.
<https://doi.org/10.1016/B978-0-12-818630-5.01008-3>

Lewis, S. (2022). Globalisation and education. In R. Tierney, F. Rizvi, K. Ercikan (Eds.), *International encyclopaedia of education, 4th edition* (pp. 1-10). Oxford: Academic Press.
<https://doi.org/10.1016/B978-0-12-818630-5.01001-0>

Lewis, S., Holloway, J., & Lingard, B. (2022). Emergent developments in the datafication and digitalisation of education. In F. Rizvi, B. Lingard, & R. Rinne (Eds.), *Reimagining globalisation and education* (pp. 62-78). London: Routledge.
<https://doi.org/10.4324/9781003207528>

Lewis, S., & Lingard, B. (2022). PISA for Sale? Creating profitable policy spaces through the OECD's PISA for Schools. In C. Lubienski, M. Yemini, & C. Maxwell (Eds.), *Rising powers in education: Global trends and local implications* (pp. 91-112). Bristol: Policy Press.
<https://doi.org/10.51952/9781447359029.ch005>

Lewis, S. (2021). Research encounters on the move: Reflecting on policy mobilities and researcher positionality in policy sociology in education. In C. Addey & N. Piattoeva (Eds.), *The practice of method: Intimate accounts of researching education policy* (pp. 153-168). Oxon: Routledge.
<https://doi.org/10.4324/9781003123613>

Holloway, J., & Lewis, S. (2021). Datafication and surveillance capitalism: The Texas Teacher Evaluation and Support System. In C. Wyatt-Smith, B. Lingard, & E. Heck (Eds.), *Digital disruption in teaching and testing: Assessments, big data, and the transformation of schooling* (pp. 152-165). Oxon: Routledge.
<https://doi.org/10.4324/9781003045793-9>

Lewis, S. (2021). Data, diagnosis and prescription: Governing schooling through the OECD's PISA for Schools. In S. Jornitz & A. Wilmers (Eds.), *International perspectives in school settings, education policy*

- and digital strategies: A transatlantic discourse on education research (pp. 253-265). Leverkusen: Verlag Barbara Budrich.
<https://doi.org/10.3224/84742299>
- Gulson, K. N., **Lewis, S.**, Lingard, B., Lubienski, C., Takayama, K., & Webb, P. T. (2020). Policy mobilities and methodology: A proposition for inventive methods in education policy studies. In B. Lingard (Ed.), *Globalisation and education* (pp. 266-283). Oxon: Routledge. Reprint from original *Critical Studies in Education* article, 2017, 58(2).
<https://doi.org/10.1080/17508487.2017.1288150>
- Lewis, S.** (2019). Historicising new spaces and relations of the OECD's global educational governance: PISA for Schools and PISA4U. In C. Ydesen (Ed.), *The OECD's historical rise in education: The formation of a global governing complex* (pp. 269-289). Cham: Palgrave Macmillan.
https://doi.org/10.1007/978-3-030-33799-5_13
- Lewis, S.** (2019). PISA: The international ranking for national school systems. In G. Ritzer & C. Rojek (Eds.), *Blackwell encyclopaedia of sociology* (pp. 1-2). Oxford: Wiley-Blackwell.
<https://doi.org/10.1002/9781405165518.wbeos1450>
- Gulson, K. N., **Lewis, S.**, Lingard, B., Lubienski, C., Takayama, K., & Webb, P. T. (2019). Policy mobilities and methodology: A proposition for inventive methods in education policy studies. In K. Gulson & C. Symes (Eds.), *Education and the mobility turn* (pp. 100-117). Oxon: Routledge. Reprint from original *Critical Studies in Education* article, 2017, 58(2).
<https://doi.org/10.1080/17508487.2017.1288150>
- Lewis, S.** (2018). Understanding new spaces and relations of global governance in education: The OECD's PISA for Schools. In D. Kember & M. Corbett (Eds.), *Structuring the thesis: Matching method, paradigm, theories and findings* (pp. 349-356). Singapore: Springer.
https://doi.org/10.1007/978-981-13-0511-5_35
- Lewis, S.** (2017). Respatialising the global governance of education: The OECD's PISA for Schools. In A. W. Wiseman & C. Taylor (Eds.), *The OECD's impact on education worldwide* (pp. 181-206). New York: Emerald Group Publishing.
<https://doi.org/10.1108/S1479-367920160000031010>
- Lingard, B., Sellar, S., & **Lewis, S.** (2017). Accountabilities in schools and school systems. In G. Noblit (Ed.), *Oxford research encyclopaedia of education* (pp. 1-28). New York: Oxford University Press.
<https://doi.org/10.1093/acrefore/9780190264093.013.74>
- Lingard, B., & **Lewis, S.** (2016). Globalisation of the Anglo-American approach to top-down, test-based educational accountability. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of human and social conditions in assessment* (pp. 387-403). New York: Routledge.
<https://doi.org/10.4324/9781315749136>

Articles

- Hartong, S., Decuyper, M., & **Lewis, S.** (in press). Disentangling the temporalities of digital education governance: Methodological potentials of rhythm analysis. *Time and Society*.
- Decuyper, M., & **Lewis, S.** (2023). Topological genealogy: A methodology to research transnational digital governance in/through/as change. *Journal of Education Policy*, 38(1), 23-45.
<https://doi.org/10.1080/02680939.2021.1995629>
- Holloway, J., **Lewis, S.**, & Langman, S. (2023). Technical agonism: Embracing democratic dissensus in the datafication of education. *Learning, Media and Technology*, 48(2), 253-265.
<https://doi.org/10.1080/17439884.2022.2160987>
- Lewis, S.** (2023). (Re)drawing lines in our research: Using policy mobilities and network ethnography to research global policy networks in education. *ECNU Review of Education*, 6(4), 646-653.
<https://doi.org/10.1177/20965311231200908>
- Lewis, S.**, & Decuyper, M. (2023). 'Out of time': Constructing teacher professionalism as a perpetual project on the eTwinning digital platform. *Tertium comparationis: Journal für Internationale und Interkulturelle Vergleichende Erziehungswissenschaft* [Journal for International and Intercultural Comparative Education Science], 29(1), 22-47.
<https://doi.org/10.31244/tc.2023.01.02>
- Lewis, S.**, & Lingard, B. (2023). Platforms, profits and PISA for Schools: New actors, by-passes and topological spaces in global educational governance. *Comparative Education*, 59(1), 99-117.
<https://doi.org/10.1080/03050068.2022.2145006>

- Sousa-Sá, E., Lander, N., Alqumsan, A.A., Mohamed, S., Alsanwy, S., **Lewis, S.**, & Barnett, L.M. (2023). Physical Education teachers' perceptions of a motor competence assessment digital app. *Journal of Teaching in Physical Education*, 1-16 [ahead of print].
<https://doi.org/10.1123/jtpe.2022-0222>
- Holloway, J., & **Lewis, S.** (2022). Governing teachers through datafication: Physical–virtual hybridity and language interoperability in teacher accountability. *Big Data & Society*, 9(2), 1-14.
<https://doi.org/10.1177/20539517221137553>
- Lander, N., **Lewis, S.**, Nahavandi, D., Amsbury, K., & Barnett, L. (2022). Teacher perspectives of online continuing professional development in physical education. *Sport, Education and Society*, 27(4), 434-448.
<https://doi.org/10.1080/13573322.2020.1862785>
- Lewis, S.** (2022). An Apple for teacher (education)? Reconstituting teacher professional learning and expertise via the Apple Teacher digital platform. *International Journal of Educational Research*, 1-14.
<https://doi.org/10.1016/j.ijer.2022.102034>
- Lewis, S.** (2022). New practices of comparison, quantification and expertise in education: Conducting empirically based research. *Comparative Education*, 58(4), 566-568.
<https://doi.org/10.1080/03050068.2022.2107323>
- Lewis, S.**, & Hartong, S. (2022). New shadow professionals and infrastructures around the datafied school: Topological thinking as an analytical device. *European Educational Research Journal*, 21(6), 946-960.
<https://doi.org/10.1177/147490412110074>
- Lewis, S.** (2021). The turn towards policy mobilities and the theoretical-methodological implications for policy sociology. *Critical Studies in Education*, 62(3), 322-337.
<https://doi.org/10.1080/17508487.2020.1808499>
- McKenzie, M., **Lewis, S.**, & Gulson, K.N. (2021). Matters of (im)mobility: Beyond fast conceptual and methodological readings in policy sociology. *Critical Studies in Education*, 62(3), 394-410.
<https://doi.org/10.1080/17508487.2021.1942942>
- Lewis, S.** (2020). Understanding PISA's attractiveness: Critical analyses in comparative policy studies. *Comparative Education Review*, 64(3), 551-553.
<https://doi.org/10.1086/709725>
- Lewis, S.** (2020). Providing a platform for 'what works': Platform-based governance and the reshaping of teacher learning through the OECD's PISA4U. *Comparative Education*, 56(4), 484-502.
<https://doi.org/10.1080/03050068.2020.1769926>
- Lewis, S.** (2020). 'Becoming European'? Respatialising the European Schools System through PISA for Schools. *International Studies in Sociology of Education*, 29(1-2), 85-106.
<https://doi.org/10.1080/09620214.2019.1624593>
- Lewis, S.**, Savage, G.C., & Holloway, J. (2020). Standards without standardisation? Assembling standards-based reforms in Australian and US schooling. *Journal of Education Policy*, 35(6), 737-764.
<https://doi.org/10.1080/02680939.2019.1636140>
- Lewis, S.**, & Hogan, A. (2019). Reform first and ask questions later? The implications of (fast) schooling policy and 'silver bullet' solutions. *Critical Studies in Education*, 60(1), 1-18.
<https://doi.org/10.1080/17508487.2016.1219961>
- Lewis, S.**, & Holloway, J. (2019). Datafying the teaching 'profession': Remaking the professional teacher in the image of data. *Cambridge Journal of Education*, 49(1), 35-51.
<https://doi.org/10.1080/0305764X.2018.1441373>
- Hardy, I., & **Lewis, S.** (2018). Visibility, invisibility and visualisation: The danger of school performance data. *Pedagogy, Culture and Society*, 26(2), 233-248.
<https://doi.org/10.1080/14681366.2017.1380073>
- Lewis, S.** (2018). PISA 'Yet to Come': Governing schooling through time, difference and potential. *British Journal of Sociology of Education*, 39(5), 683-697.
<https://doi.org/10.1080/01425692.2017.1406338>
- Savage, G. C., & **Lewis, S.** (2018). The phantom national? Assembling national teaching standards in Australia's federal system. *Journal of Education Policy*, 33(1), 118-142.
<https://doi.org/10.1080/02680939.2017.1325518>
- Gulson, K. N., **Lewis, S.**, Lingard, B., Lubienski, C., Takayama, K., & Webb, P. T. (2017). Policy mobilities and methodology: A proposition for inventive methods in education policy studies. *Critical Studies in Education*, 58(2), 224-241.
<https://doi.org/10.1080/17508487.2017.1288150>
- Hardy, I., & **Lewis, S.** (2017). The 'doublethink' of data: Educational performativity and the field of schooling practices. *British Journal of Sociology of Education*, 38(5), 671-685.
<https://doi.org/10.1080/01425692.2016.1150155>

- Lewis, S.** (2017a). Communities of practice and PISA for Schools: Comparative learning or a mode of educational governance? *Education Policy Analysis Archives*, 25(92), 1-25.
<https://doi.org/10.14507/epaa.25.2901>
- Lewis, S.** (2017b). 'Follow the policy': A topological account of Fast Policy and new relationalities. *Discourse: Studies in the Cultural Politics of Education*, 38(2), 298-304.
<https://doi.org/10.1080/01596306.2016.1226464>
- Lewis, S.** (2017c). Governing schooling through 'what works': The OECD's PISA for Schools. *Journal of Education Policy*, 32(3), 281-302.
<https://doi.org/10.1080/02680939.2016.1252855>
- Lewis, S.** (2017d). Policy, philanthropy and profit: The OECD's PISA for Schools and new modes of heterarchical educational governance. *Comparative Education*, 53(4), 518-537.
<https://doi.org/10.1080/03050068.2017.1327246>
- Lewis, S., & Hardy, I.** (2017). Tracking the topological: The effects of standardised data upon teachers' practice. *British Journal of Educational Studies*, 65(2), 219-238.
<https://doi.org/10.1080/00071005.2016.1254157>
- Lingard, B., & **Lewis, S.** (2017). Placing PISA and PISA for Schools in two federalisms, Australia and the USA. *Critical Studies in Education*, 58(3), 266-279.
<https://doi.org/10.1080/17508487.2017.1316295>
- Lewis, S., Sellar, S., & Lingard, B.** (2016). 'PISA for Schools': Topological rationality and new spaces of the OECD's global educational governance. *Comparative Education Review*, 60(1), 27-57.
<https://doi.org/10.1086/684458>
- Lewis, S., & Hardy, I.** (2015). Funding, reputation and targets: The discursive logics of high-stakes testing. *Cambridge Journal of Education*, 45(2), 245-264.
<https://doi.org/10.1080/0305764X.2014.936826>
- Lewis, S., & Lingard, B.** (2015). The multiple effects of international large-scale assessment on education policy and research. *Discourse: Studies in the Cultural Politics of Education*, 36(5), 621-637.
<https://doi.org/10.1080/01596306.2015.1039765>
- Lewis, S.** (2014). The OECD, PISA and educational governance: A call to critical engagement. *Discourse: Studies in the Cultural Politics of Education*, 35(2), 317-327.
<https://doi.org/10.1080/01596306.2014.899833>

Reports

- Schurch, R., **Lewis, S.**, Lingard, B., & Kidson, P. (2022). *What makes a good (Catholic) school system? A literature review prepared for the Catholic Diocese of Maitland-Newcastle*. Report commissioned and paid for by the Catholic Diocese of Maitland-Newcastle, Newcastle, Australia. Melbourne: Australian Catholic University.
- Sefton-Green, J., **Lewis, S.**, & Holloway, J. (2018). *Framing an agenda for educational change in Armenia 2018: Strategy, international context and ways forward*. Report commissioned and paid for by TUMO Centre for Creative Technologies, Yerevan, Armenia. Burwood: Deakin University.
<http://hdl.handle.net/10536/DRO/DU:30116941>

Theses

- Lewis, S.** (2016). *Understanding New Spaces and Relations of Global Governance in Education: The OECD's PISA for Schools*. (Ph.D. Doctoral thesis, The University of Queensland, Brisbane, Australia).
<https://doi.org/10.14264/uql.2016.237>

Other

Selected authored media articles

- Lewis, S.** (2023, December 15). 'Practically perfect': Why the media's focus on 'top' Year 12 students needs to change. *The Conversation*. <https://theconversation.com/practically-perfect-why-the-medias-focus-on-top-year-12-students-needs-to-change-219710>
- Holloway, J., Savage, G.C., & **Lewis, S.** (2023, February 13). What do the NAPLAN test changes mean for schools and students? *The Conversation*. <https://theconversation.com/what-do-the-naplan-test-changes-mean-for-schools-and-students-199764>
- Lewis, S.** (2022, July 18). Why is tech giant Apple trying to teach our teachers? *The Conversation*. <https://theconversation.com/why-is-tech-giant-apple-trying-to-teach-our-teachers-186752>.

- Holloway, J., & **Lewis, S.** (2019, August 29). No, minister! Keep NAPLAN results away from student job applications. *The Conversation*.
<https://theconversation.com/no-minister-keep-naplan-results-away-from-student-job-applications-122629>.
- Lewis, S.**, & Holloway, J. (2019, August 29). Opinion: NAPLAN has lost sight of its main purpose. *Herald Sun*, 29.
https://www.researchgate.net/publication/335462671_NAPLAN_has_lost_sight_of_its_main_purpose
- Goss, P., **Lewis, S.**, & Irvine, S. (2019, April 3). Don't be fooled, billions for schools in Budget 2019 aren't new. And what happened to the national evidence institute? *The Conversation*.
<https://theconversation.com/dont-be-fooled-billions-for-schools-in-budget-2019-arent-new-and-what-happened-to-the-national-evidence-institute-114193>.
- Savage, G.C., Holloway, J., & **Lewis, S.** (2018, August 28). NAPLAN 2018 summary results: A few weeks late, but otherwise little change from previous years. *The Conversation*.
<https://theconversation.com/naplan-2018-summary-results-a-few-weeks-late-but-otherwise-little-change-from-previous-years-102096>.
- Gorur, R., & **Lewis, S.** (2017, November 17). NAPLAN has done little to improve student outcomes. *The Conversation*.
<https://theconversation.com/naplan-has-done-little-to-improve-student-outcomes-86049>.
- Hogan, A., & **Lewis, S.** (2017, March 15). Fast policy: Reform first and ask questions later? *Unite for Quality Education*.
<https://www.unite4education.org/global-response/fast-policy-reform-first-and-ask-questions-later/>
- Lewis, S.**, & Hogan, A. (2016, September 12). Fast policy: When educational research morphs into quick fixes and 'silver bullets'. *AARE EduResearch Matters*.
<http://www.aare.edu.au/blog/?p=1755#comment-218292>
- Savage, G.C., & **Lewis, S.** (2016, September 23). Gonski was corrupted, but Labor and Coalition both to blame. *The Conversation*.
<https://theconversation.com/gonski-model-was-corrupted-but-labor-and-coalition-are-both-to-blame-65875>.

Selected media appearances

- Education HQ. (2024, January 19). The media's obsession with 'perfect' ATAR students is wrong: expert. *Education HQ*. <https://educationhq.com/news/the-medias-obsession-with-perfect-atar-students-is-wrong-expert-164532/>
- ABC Radio North and West South Australia. (2023, December 18). Live to air radio interview with Tom Mann during Breakfast (7.20-7.30am).
<https://broadcast.meltwater.com/public/segment/?U3RhdGlvbjoxMTY0NSZTdGFydERhdGVUaW1PTIwMjMtMTItMThUMDclMoEyMCUzOTMxLjAwMCUyQjExJTNBMDAmRW5kRGFoZVRpbWU9MjAyMyoxMioxOFQwNyUzOTI4JTNBMDAwJTJCMTElMoEwMCZTaWduYXR1cmU9QTNCQzMwNTdDNoZENUI4MTdBmZlY3Mzg4OUVCRDIyNzg%3D=>
- ABC Radio Perth. (2023, December 18). Live to air radio interview with Damian Smith during Breakfast (10.40-10.55am).
<https://broadcast.meltwater.com/public/segment/?U3RhdGlvbjoxMTY0NSZTdGFydERhdGVUaW1PTIwMjMtMTItMThUMTlMoEoMiUzOTIwLjAwMCUyQjExJTNBMDAmRW5kRGFoZVRpbWU9MjAyMyoxMioxOFQxMyUzQTUwJTNBNDguMDAwJTJCMTElMoEwMCZTaWduYXR1cmU9QTJCN0QoRTA3QjMxQzQ4QzI5NjBGRTM2NzclRjYyOEOQ%3D=>
- Borg, R., O'Brien, S., & Delibasic, S. (2023, December 10). Students encouraged to take care of each other as countdown to results day ticks down. *Herald Sun*. <https://www.heraldsun.com.au/victoria-education/schools-hub/students-encouraged-to-take-care-of-each-other-as-countdown-to-results-day-ticks-down/news-story/fde9c9783897ed64fb484005607d9278>
- O'Brien, S., & Delibasic, S. (2023, December 6). Why Victorian teens aren't as smart as they were 20 years ago. *Herald Sun*. <https://www.heraldsun.com.au/victoria-education/why-victorian-teens-arent-as-smart-as-they-were-20-years-ago/news-story/bac6cc8c6185c77fde8ec953b8544fab>
- Preceel, N. (2023, October 2). It's VCE exam time, but not all students are focused on the score. *The Age*.
<https://www.theage.com.au/national/victoria/vce-exams-kick-off-as-increased-options-leave-many-choosing-to-go-unscored-20230913-p5e4a9.html>
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Scholarly contributions

Editorial roles

- Associate Editor, *Critical Studies in Education*, 2022 -
- Associate Editor, *The Australian Educational Researcher*, 2020 - 2022
- Special Interest Group (SIG) Co-convenor, *AARE Policy and Politics in Education SIG*, 2019 - 2023
- Special Issue Editor, *Discourse: Studies in the Cultural Politics of Education*, 36(5), 2015

Editorial board memberships

- Editorial Board Member, *Globalisation, Societies and Education*, 2021 -
- Editorial Board Member, *Journal of Global Education and Research*, 2017 -

Fellowships, awards and memberships

- Discovery Early Career Researcher Award, Australian Research Council, 2018
- Outstanding Early-Career Paper Award, Comparative and International Education Society, 2018
- N.V. Varghese Prize for Comparative Education, The University of Queensland, 2017
- Alfred Deakin Postdoctoral Research Fellowship, Deakin University, 2016
- Research in Educational Leadership and Management Award, Australian Council for Educational Leaders, 2016
- Carolyn D. Baker Memorial Scholarship, The University of Queensland, 2015
- Australian Postgraduate Award, Commonwealth of Australia, 2012

Invited reviewer

- Africa Education Review
- Asia-Pacific Journal of Teacher Education
- Assessment in Education: Principles, Policy and Practice
- Australian Educational Researcher
- British Journal of Educational Studies
- Cambridge Journal of Education
- Comparative Education Review
- Compare: A Journal of Comparative and International Education
- Critical Studies in Education
- Discourse: Studies in the Cultural Politics of Education
- Education Policy Analysis Archives
- Educational Review
- European Educational Research Journal
- Globalisation, Societies and Education
- Information, Communication and Societies
- International Journal of Comparative Sociology
- International Journal of Leadership in Education
- International Studies in Sociology of Education
- Journal of Curriculum Studies
- Journal of Education Policy
- Language and Education
- Learning, Media and Technology
- Pedagogy, Culture and Society
- Policy Studies
- Review of Education: An International Journal of Major Studies in Education
- Scandinavian Journal of Educational Research
- Teaching Education

Scholarly contributions

- Australian Research Council, Detailed assessor, 2020 -
- Israel Science Foundation (ISF), Detailed assessor, 2020 -
- Springer Nature, Invited reviewer, 2018 -
- Media Centre for Education Research Australia, Invited contributor, 2018 -