

Status

Published

Published Date

Aug 16, 2026

Visibility

Public



Beyond the Book

Lauve Wellbeing

How 30 Years of Global Research Led to Lauve Wellbeing.



Creator

Publications

Podcast

A platform connecting values education, physical activity, and community health.

Published in Sustainability and Law, Politics & International Studies



Aug 16, 2026

Lauve Wellbeing



Timothy Lynch

Adjunct Professor, Yew Chung College of Early Childhood Education

Physical Dimension A:



Like



Liked by India Ambler

Explore the Research



 Springer Nature Switzerland

Physical Education and Wellbeing

This book explores how physical education (PE) can be best enacted in schools in order to optimize children's well-being.

When the COVID-19 pandemic closed schools worldwide, it exposed something many educators already knew: our children's wellbeing was fragile. Physical activity plummeted, anxiety soared, and social connections frayed. But the pandemic also revealed an opportunity — a chance to rethink how we approach education, moving beyond narrow academic frameworks toward something more holistic and human.

This is the story behind [Lauve Wellbeing](#), an evidence-based online platform that emerged from three decades of research across six countries, now offering practical pathways for schools and communities to integrate values education with physical development [1].

The Journey Across Continents

The research journey that led to [Lauve Wellbeing](#) began not in a laboratory, but in real classrooms, playgrounds, and communities spanning the United Kingdom, Australia, Qatar, Brunei Darussalam, Saudi Arabia and British Schools Overseas in Africa. Over 30 years, the creator taught and researched alongside school principals, classroom teachers, physical education specialists, parents, academics and community leaders to understand a deceptively simple question: How can we help children develop not just academically, but as whole human beings?

The acronym '[Lauve](#)' stands for [Learning Approach Using Values Education](#) — a framework that recognises wellbeing as far more than the absence of illness. True wellbeing integrates physical, emotional, cognitive, social, and spiritual dimensions that must be cultivated intentionally throughout childhood [1].

What the research found repeatedly across these diverse contexts was the power of the physical dimension. Movement, play, and physical education weren't peripheral to learning — they were fundamental vehicles through which children developed the competencies they needed for life.



The Challenge of Values Education

Values education is notoriously difficult to implement well. As the OECD acknowledges, "incorporating values and attitudes in curriculum design and implementation does not come without its challenges — values and attitudes can be intensely contested constructs" [1]. Different communities hold different beliefs, and schools serve increasingly diverse populations with varied lived experiences.

This challenge played out in every country studied. Values appeared on school websites and display boards, but often failed to penetrate daily practice. This surface-level implementation produced minimal impact on either wellbeing or academic outcomes. The critical question became: What distinguishes deep implementation from mere performance?

The research revealed that deep implementation requires four elements: genuine leadership commitment, collective understanding across the school community, consistent enactment in all aspects of school life, and thoughtful adaptation to local context [1]. When these elements aligned, the results were transformative.



Nine Universal Competencies and Three Pillars

A breakthrough came when the findings were connected to the OECD's identification of nine universal competencies directly related to learning values: Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence, and Trust [1]. These aren't abstract ideals to be taught through lectures — they're lived values that children develop through authentic experiences.



These competencies were organised within three curriculum pillars that emerged consistently across all research contexts:

Community centres on belonging and authentic partnerships. Children need environments where they genuinely belong and feel valued — this creates the psychological safety necessary for risk-taking, collaboration, and deep learning [1].

Metacognition focuses on thinking about learning. When children reflect on their own learning processes, they become more self-directed and engaged. Physical education provides particularly rich contexts for this through movement problem-solving [1].

Values addresses global citizenship through the nine OECD competencies. These require explicit pedagogical attention and consistent modelling by adults throughout the school community [1].



Why Physical Education Matters

UNESCO defines quality physical education as "the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society" [1]. This might sound like hyperbole, but the research across six countries confirmed it - this research is described in the research book [Physical Education and Wellbeing: Global and Holistic Approaches to Child Health and Academic Learning](#).



Physical education creates naturally occurring situations that require collaboration, respect, responsibility, self-regulation, and persistence. When a child learns to work with teammates in a game, manages disappointment after losing, or persists through challenging movement tasks, they're developing universal competencies in embodied, meaningful ways [1].

Consider a simple example: children working together to create a group dance. They must collaborate on choreography, respect each other's ideas, take responsibility for their own contributions, regulate emotions when disagreements arise, persist through difficult sequences, and build trust through shared physical challenges. These aren't separate from academic learning — they're the foundation that makes all learning possible.

The research, drawing on work by Bailey and colleagues, confirmed that physical education provides benefits spanning physical, affective, social, and cognitive domains [1]. The physical dimension isn't competing with academic achievement; it's extending and accelerating it.

The Singapore Model: Challenging False Dichotomies

One of the most compelling case studies came from [Singapore](#), a nation renowned for academic excellence. [The Singapore model](#) demonstrated that academic achievement and values education aren't competing priorities — they're mutually reinforcing [1].

Singapore's success stemmed from clear articulation of values across the education system, systematic teacher preparation, consistent implementation across all learning areas, and strong community partnerships. Rather than viewing wellbeing and academic outcomes as a trade-off, Singapore showed that a strong values foundation accelerates academic achievement [1].

This challenged a persistent deficit narrative in education: the false belief that time spent on wellbeing, physical education, or values education somehow detracts from "real" learning. The evidence across multiple countries told a different story.



Ministry of Education
SINGAPORE

From Research to Practice

The gap between research and practice in education is notoriously wide. We've all seen beautifully designed frameworks that never leave the pages of academic journals. Lauve Wellbeing was designed specifically to bridge this gap.

The platform provides accessible, practical resources for the full range of educational community members: school governors and community leaders, classroom teachers, physical education specialists, parents, and initial teacher educators. Each resource is grounded in the 30 years of research evidence but translated into actionable guidance [1].

The research involved multiple methodologies — semi-structured interviews, classroom observations, reflective journals, document analysis, and a large-scale survey of 376 Australian Government school principals across all states and territories [1]. This multi-method approach allowed for understanding of not just what works, but why it works and how to implement it in diverse contexts.

Lessons from the Pandemic

The COVID-19 pandemic gave this project unexpected urgency. Research documented significant pandemic-related declines in physical activity, heightened anxiety, disrupted social relationships, and compromised mental health among children and young people [1]. Educational recovery couldn't simply mean returning to pre-pandemic practices — it required something more holistic.

Lauve Wellbeing's emphasis on integrating physical, emotional, social, and cognitive dimensions positioned it as a timely resource for post-pandemic recovery. The platform's foundation in universal competencies, combined with flexibility for contextual adaptation, enables its application across diverse national and cultural contexts [1].

The International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS) recognised this potential, endorsing Lauve Wellbeing as aligned with international best practices in health and physical education. The paper was formally presented at the 3rd IAHPEDS World Congress (2026) — "Breaking Down Barriers through Sport, Health, Physical Education and Dance for Everyone" — appearing as Abstract OS-7 in the Congress Book of Abstracts [1, 2].



What We Learned About Implementation

Perhaps our most important finding was the distinction between surface-level and deep implementation. Schools where values appeared on display boards without genuine integration into daily practice saw minimal impact. Deep implementation — characterised by leadership commitment, collective understanding, consistent enactment, and contextual adaptation — produced measurable improvements in both wellbeing and academic outcomes [1].

Fragmented programmes consistently failed to produce lasting change. What worked was coordinated action across curriculum, pedagogy, assessment, school culture, and community partnerships, underpinned by shared leadership commitment. A whole-school approach is non-negotiable for sustained success [1].

Looking Forward

As educational systems worldwide navigate post-pandemic recovery and prepare learners for an increasingly complex world, the need for holistic approaches has never been clearer. Lauve Wellbeing offers evidence-based pathways that bridge research to practice, connecting the universal competencies children need with the physical, social, and emotional experiences that develop them.

After 30 years of research across six countries, it is clear that children's wellbeing and academic success aren't competing goals — they're inseparable dimensions of the same educational vision. Future research will examine long-term outcomes of deep implementation and the mechanisms through which physical education contributes to sustained universal competency development [1].

About the Research

The full research paper, "Lauve Wellbeing: The Power of Values and the Physical Dimension for Community Health and Development," is authored by Timothy Lynch, Xiaofen D. Hamilton, Chenhao Wu, Yucen Li, Gregory J.

Soukup, and Wendy Goff. The research draws substantially on Lynch's book [Physical Education and Wellbeing: Global and Holistic Approaches to Child Health and Academic Learning](#) (2nd ed., Springer, 2024).

Book available at: <https://link.springer.com/book/10.1007/978-3-031-72874-7>

The research was also formally presented at the 3rd IAHPEDS World Congress (2026), "Breaking Down Barriers through Sport, Health, Physical Education and Dance for Everyone." The congress abstract (OS-7, p. 39) is available in the Book of Abstracts [2].

Congress Book of Abstracts: https://iahpedswc2026.com/wp-content/uploads/2026/08/Abstract-Book_IAHPEDS-2026_WC_7thAgust_VO2.pdf

Lauve Wellbeing platform: <https://www.lauvewellbeing.com/>

Research findings PDF:

https://www.lauvewellbeing.com/_files/ugd/842c5e_90c3c71f9afc47eda57348652a129065.pdf

Conflict of Interest Declaration: Timothy Lynch is the creator of Lauve Wellbeing.

References

[1] Lynch, T., Hamilton, X.D., Wu, C., Li, Y., Soukup, G.J., & Goff, W. (2026). Lauve Wellbeing: The Power of Values and the Physical Dimension for Community Health and Development. [Publication details to be confirmed upon journal assignment.]

[2] Lynch, T., Hamilton, X. D., Wu, C., Li, Y., Soukup, G. J., & Goff, W. (2026). Lauve wellbeing: The power of values and the physical dimension for community health and development (Abstract OS-7). In G. Ersoz & S. C. Wright (Eds.), Book of Abstracts from the 3rd International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS) World Congress: Breaking Down Barriers through Sport, Health, Physical Education and Dance for Everyone (p.

39). IAHPEDS. https://iahpedswc2026.com/wp-content/uploads/2026/08/Abstract-Book_IAHPEDS-2026_WC_7thAgust_VO2.pdf



Timothy Lynch

Adjunct Professor, Yew Chung College of Early Childhood Education

Dr. Timothy Lynch, the most cited school practitioner on Google Scholar, is the Western Co-Head of ECE and Primary at Yew Chung International School of Chongqing (China) and Adjunct Professor at Yew Chung College of Early Childhood Education (YCCECE), Hong Kong (China). Timothy is acknowledged by UNESCO as an Inclusive Policy Lab (IPL) expert for education and wellbeing, by the International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS) as Secretary General (Elect) and accredited as a Senior Fellow of the Higher Education Academy (UK Professional Standards Framework). An active teacher, school leader and researcher, he has published widely in the field of education, having taught and researched across the Middle East, Africa, Asia, Europe and Australia. Timothy has 24 years' teaching and school leadership experience and eight years' working full time as a teacher/researcher in higher education.

Previous experiences include:

- Deputy Principal at The Joseph Varga School
- Deputy Head of Junior School at the British International School of Cairo
- Assistant Headteacher/ Deputy Headteacher at Hornbill School, Brunei - Ofsted outstanding (Ministry of Defence, UK)
- Adjunct Professor at the Universiti of Brunei Darussalam (UBD) in the Sultan Hassanah Bolkiah Institute of Education (SHBIE)
- Plymouth University - Subject Lead in the Institute of Education - Ofsted outstanding (UK) 2015-2017
- Senior Lecturer in the Faculty of Education at Monash University - no. 1 in world QS rankings (Australia) (2011-2015).
- Assistant Professor at University of Canberra

Research interests include; Wellbeing, Special Education, Health and Physical Education, pedagogy and quality teaching practices, Early Childhood Education, curriculum reform, and enhancing learning through the physical. An active teacher, school leader and researcher, he has published widely in the field of education for Yew Chung College of Early Childhood Education (Hong Kong), Swinburne University of Technology (Melbourne, Aus), Universiti of Brunei Darussalam (Brunei), University of Plymouth (Devon, UK), Monash University (Melbourne, Aus) University of Canberra (Aus), Federation University (Aus) and Australian Catholic University (Aus).

Comments

Post

Follow the Topic
[⊕ Politics and International Studies](#)
[⊕ Spotlight on Research from the UK](#)
[⊕ Sustainability](#)
[⊕ International Relations](#)
[⊕ Spotlight on Research from Germany](#)
**What are SDG Topics?**

An introduction to Sustainable Development Goals (SDGs) Topics and their role in highlighting sustainable development research.

[Read more](#)
Recommended Content

News and Opinion

Learning from Crisis: School Stabbings in Sweden and the Case for De-Escalation Training


Behind the Paper

How do Partnerships Work in Early Childhood for Teacher Education and Industry? United Nations SDG 17

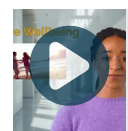

Behind the Paper

A Gift for All Children During Times of Conflict and Need: Planting Seeds for Future Peace


Behind the Paper

Why is Singapore Identified in Global Research as Number One? How Physical Activity and Education Excellence Created a Global Leader


News and Opinion

Lauve Wellbeing


This community is not edited and does not necessarily reflect the views of Springer Nature. Springer Nature makes no representations, warranties or guarantees, whether express or implied, that the content on this community is accurate, complete or up to date, and to the fullest extent permitted by law all liability is excluded.

[Website Terms of Use](#) [Online privacy notice](#) [Cookie policy](#) [Report content](#) [Manage Cookies](#)

Copyright © 2026 Springer Nature All rights reserved. [Built with Zapnito](#)

SPRINGER NATURE