As coronavirus rages around the globe, its impact extends to 1.6 billion students (94% of the learner population) across almost 200 countries (UN, 2020), many of whom do not have adequate resources to fully engage in remote learning (Hall et al., 2020). Coronavirus pandemic has quickly changed the context in which people live, increasing exposure to risks. The pandemic’s disruptions are far-reaching. Compared to pre-pandemic indicators, many young people are craving the social aspect of their school lives (Burke & Dempsey, 2020), reporting less engagement with play (Moore et al., 2020), and lower levels of wellbeing (Quinn et al., 2020). Teachers and school leaders find remote instruction challenging (Devitt et al., 2020), and the prospect operating schools side-by-side with the pandemic fills many with apprehension (Burke, 2020). In these unsettled times, more than ever, positive school psychology research is required.

Academic databases indicate that less than 1% of the current COVID-19-related research considers a positive psychological perspective, and there are even fewer studies in the field of positive education during the pandemic. A growing number of academic publications demonstrate the potential ways positive psychology can help educators manage distance learning during the pandemic successfully. Following past positive education research findings, we recognize the significant role that meaning-making, psychological flexibility, resilience, belonging, or positive affect can play during a global crisis (e.g., Arslan, 2020; Arslan et al., 2020; Fredrickson et al., 2003; Frydenberg et al., 2012; Tugade & Fredrickson, 2004; Wong, 2011; Yıldırım & Güler, 2020; Yıldırım, & Solmaz, 2020). Nonetheless, expanded positive school psychology research that bridges the science-to-practice gap is needed to counteract the impact of COVID-19 on the school communities worldwide.

Theories suggest that close family and school relations foster young people’s mental health and promote their psychological resilience during the pandemic (Arslan, 2020; Prime et al., 2020). Some authors acknowledge the potential of COVID-19 to initiate post-traumatic growth in both individuals and communities (Shakespeare-Finch et al., 2020). In a rapid survey carried out merely one week after the pandemic-related school closure, with almost 3,000 school leaders, half of them reported that the school closure would positively affect their staff and students (Burke & Dempsey, 2020). Similar findings were reported post-SARS pandemic. In the SARS study, the majority (86%) of people directly affected by the SARS virus acknowledged the benefits of experiencing it (Cheng et al., 2006). As traumatic as COVID-19 is to many now, it could also become a springboard for positive change, especially in schools that draw on positive education research to support staff wellbeing and sustain programs and services that foster students’ social-emotional health.

Growing evidence demonstrates that positive changes are indeed emerging among the pandemic-affected school communities. For example, in a survey of almost 1,000 school principals during the early pandemic-related lockdown, many leaders reported they began new hobbies, created healthier personal routines, and started to exercise more regularly. They also enjoyed a less hectic pace of life than they had before the pandemic lockdown (Dempsey & Burke, 2020). Parents reported similar experiences. Many
found that caring for their children during the lockdown resulted in high positive affect levels and increased exercising (going for walks, gardening, pursuing a hobby; Lades et al., 2020). More such studies are needed that highlight the conditions and incidents of positive changes during the pandemic.

**Conclusion**

Although we hope for this public health crisis to end soon, the pandemic signifies to be more extended than initially expected. Positive school psychology literacy is thus necessary for developing science that informed evidence helping students to cope with the challenges. In this regard, we encourage researchers, counsellors, mental health providers, and school authorities to develop effective interventions in school context, online or face-to-face where applicable, to support students’ mental health and academic development. For example, given that in most countries’ education has been done online during pandemic which has potential to affect students’ sense of belonging to the school and mental health, implementation of such interventions would be particularly important to promote positive mental health. Therefore, we believe that application of the principles of positive psychology that emphasizes human strengths into school context can play a key role for the promotion of positive education and school psychology. The *Journal of Positive School Psychology* thus supports these efforts and invites manuscripts informing educators and mental health providers of best practices that sustain staff, parents, students’ coping, resilience, and wellbeing during this most challenging worldwide emergency.

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