
Editorial Note

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Volume 53(3) of *Publicaciones*, corresponding to the second regular issue of the year 2023, is presented, with 9 papers around four fundamental axes.

To the first of these belong two articles that focus on the quality and improvement of teaching in two very relevant aspects that are not always sufficiently addressed in the scientific literature. Thus, from the University of Girona, Puiggalí Allepuz, Tesouro Cid and Felip Jacas expose the divergences between the legislations of the Spanish communities and the expert opinion of a wide sample of professionals in the educational field on the Management Projects, taking into account the importance of reaching common basic agreements on leadership in the centers. In the same way, but this time from the University of Santiago de Compostela and A Coruña, in conjunction with the CEIP Anxo de Garda of the latter province, Doural García, Estévez Blanco and González Sanmamed focus on the Educational Inspection, analyzing the motivations for the development of their function, according to the decisive implication they have in Education and the need to collect and respond to them in the design of training plans more adjusted to the requirements and interests of the group.

The second axis to which this issue is dedicated is the article by Ramos Vidal, from the University of Seville, which provides an opportunity to identify the relational determinants of perceived and sociometric popularity in Mexican secondary school students, as a factor to be considered by teachers and professionals in the field in order to understand the idiosyncrasies of their respective students and ensure their optimal psychosocial development.

To the third axis of this issue, attention to diversity, belong three other articles presented in an interspersed manner. In this way, López Ibáñez, Cascales Martínez and Martínez Segura, from the University of Murcia, offer the design and validation of an intervention program aimed at fourth year students of Primary Education with intellectual functional diversity in the framework of the subject of Physical Education, applying Information and Communication Technologies and the postulates of Universal Design for Learning, in line with the pillars on which current educational laws are based, nationally and internationally. Along the same lines, and also from the University of Murcia and the Sabina Mora Teaching Cooperative of the province, Arnaiz-Sánchez, Jurado López, Caballero García and Alcaraz García analyze the strengths and barriers in the use and disposition of the resources present in a concerted school in the primary education stage, from the paradigm of inclusion, as a starting reference to invite educational centers to self-reflect.

To close this group, Román Meléndez, from the Universidad Tecnológica de Bolívar, and Pugliese Jiménez, from the Universidad Metropolitana de Barranquilla, both in Colombia, establish a care pathway that includes common learning assessment strategies for students with autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD), whose high prevalence in the classroom at the first educational levels is evident.

Finally, around a fourth axis on the teaching-learning process, there are three of the papers in this issue of the journal, also presented in an intercalated manner. The first

of these comes from Demuner-Flores, of the Universidad Autónoma de México, who analyzes the influence of the use of self-regulated learning strategies, such as those employed by students in the recent pandemic situation, on non-academic performance in the face of context mediation, demonstrating that teacher induction is pertinent and essential. On the other hand, Gómez-Devís, from the University of Valencia, and José María Buzón García, from the center Els Évols de Alcudia, investigate the collective imagination of the teachers of language teaching (mother, second and foreign languages) of centers in the province to know their personal conceptions about the aspects involved in this educational process and shed light on how to guide them. Finally, from the University of Málaga, Madrid-Vivar, Sánchez-Álvarez and Pascual-Lacal identify the linguistic competences acquired by students in the Degree in Early Childhood Education and in the Degree in Primary Education to detect those of greater and lesser prevalence, within the framework of a European Project on the importance of reading that seeks to improve the corresponding competence practices at home and at school.

We thank all the authors for their participation and hope that this compilation of papers will be of interest to the reading public. We are also grateful for the institutional and financial support of the institutions sponsoring its regular publication: the Department of Education, Youth and Sports of the Autonomous City of Melilla, the Vice-Rectorate for Research and Transfer of the University of Granada and the Faculty of Education and Sports Sciences of Melilla.