



Kuriame
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2014–2020 metų
Europos Sąjungos
fondų investicijų
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How competent are you as a communicator?

THINKING QUESTION



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Ministry Consultations: A series of seven topics

**Topic 3
Session 4**
Communication and Competency
24^h November 2022



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Topics Overview

Session One: The Journey of Language and Communication in Education (4/11)

Session Two: Communication Across the Curriculum (10/11)

Session Three: Making Meaning and Creativity (21/11)

Session Four: Communication and Competency (24/11)

Session Five: Assessment through communication (28/11)

Session Six: Reading and Understanding / Growing Good Practice (30/11)

Introductions: participants

Please:

- Turn your camera on briefly
- Say hello in the chat box

During Webinar

- Please mute your microphone if not speaking
- Switch off your camera if not speaking

Thank you

Working together: protocols

- Please turn on your camera at the start and end of the webinar and when you come back from the break.
- Please turn off your microphone unless you are speaking to avoid background noise
- Please do use the chat box or put up your hand to ask questions
- We like questions and comments!

Breakout Room Rules

In your breakout room:

- put your camera on and unmute;
- introduce yourself;
- nominate someone who is willing to feedback to others;
- you can ask for help by alerting the host, using the button on the toolbar.

Today's programme

14:00 – 16:30

Overview of the area we are covering

Practical ideas for the classroom

30 minute break 16:00 – 16:30

16:30 – 17:10

Part 3: Investigation activity

17:10 – 17:30

Part 4: Feedback

15 minute break 17:20 – 17:35

17:35 – 17:50

Part 5: Quick wins

17:50 – 18:00

Part 6: Questions, comments, discussion

Learning Outcomes

At the end of this webinar you will:

- Have explored the interconnectivity of all competencies
- Have explored how we might harness communication to achieve core competencies
- Considered our own communication competency



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**You are in a crisis situation.
The bus is waiting to help you escape.
You only have space in your bag for five items.
What would you take?**



Let's test that out...

Breakout Task

- You have **five minutes** to make a group decision.
- Think carefully about why you are making your choices.

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ŠMSM

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You are in a crisis situation.
The bus is waiting to help you escape.
You only have space in your bag for five items.
What would you take?

THINKING QUESTION

Items shown: a notepad, a shovel, a flashlight, and a box of Paracetamol.

Feedback

- What are your group taking and why?



Can you rate your communication?

Confidence
Eye contact
Clarity
Questioning
Listening
Coordinating



Questions for Self - Reflection

How do other people see you?

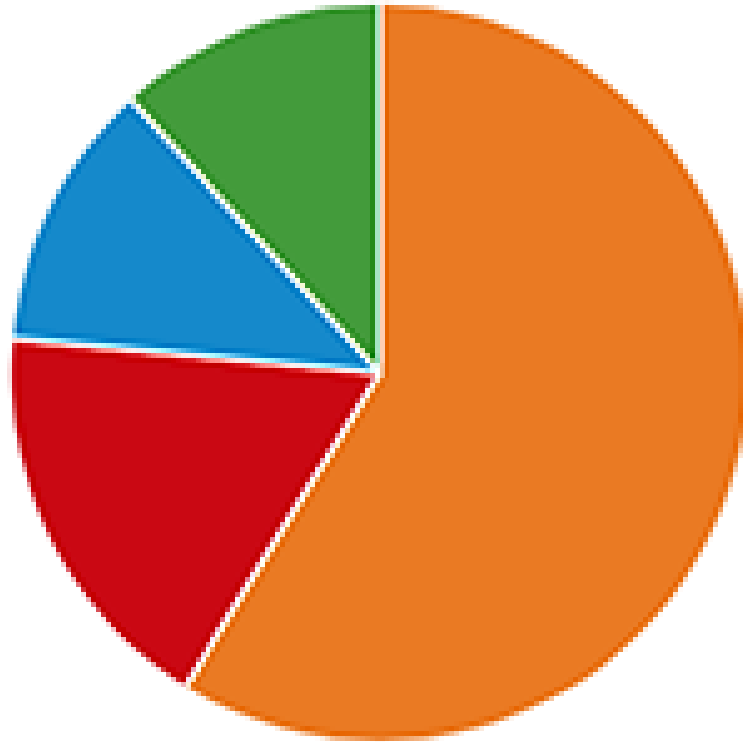
How often are you the one talking?

Do you talk over people?

Do you listen by emptying your mind or do you listen waiting to get your point across?

What is your natural role in the group?

Participation Pie Chart





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**Overview of communication and competencies
and ideas for the classroom**

Communication Competency

Why?

- **“Competency development is necessary for the development of each person, social inclusion, harmonious lifestyle, active citizenship, readiness to contribute to the progress of Lithuania, Europe and the world with a personal contribution , sustainable development.”**

Communication



Creating a message.

- Selects and uses various verbal and non-verbal means and forms of expression.
- Adapts means of expression and forms to the communication situation and addressee.
- Presents himself live and in virtual space.



Message delivery and communicative interaction.

- Choose communication channels and means.
- Uses strategies to communicate individually and in groups.
- Message analysis and interpretation.
- Analyzes, interprets and critically evaluates the message.



Observe Your Communication

Model effective communication and achieve better learning outcomes

Critique – Not criticize

Grice's Maxims

- Quality (truth)
- Quantity
- Relation
- Manner



Key Spoken Language Terms

- **Hesitation:** A pause longer than two seconds with no effect
- **Agency pairs:** Good morning. Good morning.
- **Ellipsis:** Part of the sentence is missing – “Going to the shops?”
- **Elision:** Slurring together words: “Shurrap” instead of “Shut up.”
- **Contraction:** Shortening of words “Y’ ma”
- **Power positions:** Who is in charge of the conversation?
- **Filler:** Anything used to fill a pause that has nothing to do with the sentence – “Errrm”
- **Hedging:** Making your sentence less powerful “I think” “Maybe” “It might” “It could be...”



What do you think I noticed that I could improve in this lesson opening?

Organisation and register

- You will need:

Access to **group chat** for shorter answers.

Access to your own copy of **Session 1, Creating a Thesis** google doc

At 8:40, you will all need to go to:
All Year 11 Google Classroom page to register yourselves.



Lisa Ashes

What I noticed...

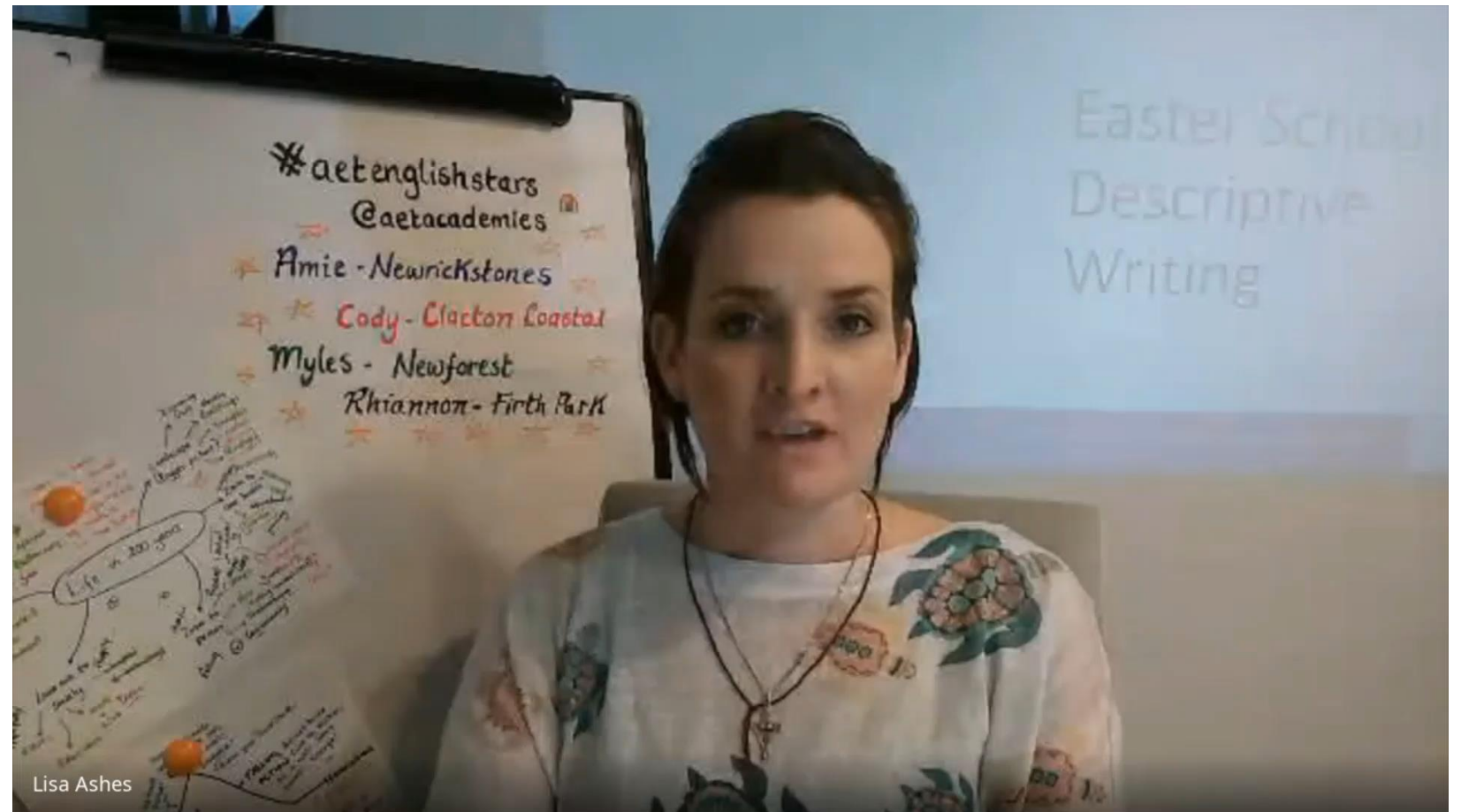
- I need a tissue before the lesson starts
- I am not engaging with the screen... looking down a lot
- I need to be quiet during the minute I give them to work
- This is the first time I am asking them all to contribute at once.

What I noticed...

- I need a tissue before the lesson starts (this is good for me... ot sure it interrupted learning for them)
- I am not engaging with the screen... looking down a lot (I should be trying to dissolve the screen. Move my ipad to the camera)
- I need to be quiet during the minute I give them to work (How can you think with someone chattering away? Establish a routine for this)
- This is the first time I am asking them all to contribute at once. (I did ensure I ticked their register. I made sure that I praised them as they answered. After this, I repeated expectations of ALL and this did start to go much more quickly.)

Critique supports growth.

Nobody is perfect but we can adapt our communication for better learning outcomes.



Dr. Albert Mehrabian
Silent Messages

- 7% of communication is verbal (What you say)
- 38% Vocal elements (How you say it)
- 55% Non verbal elements (What your face/
hands and body are up to)

This has been debunked. What you say remains important but there is a message we can take from this idea.

How is Sam
feeling?

TIME TO COMMENT



It's in the eyes...



Self Blindness



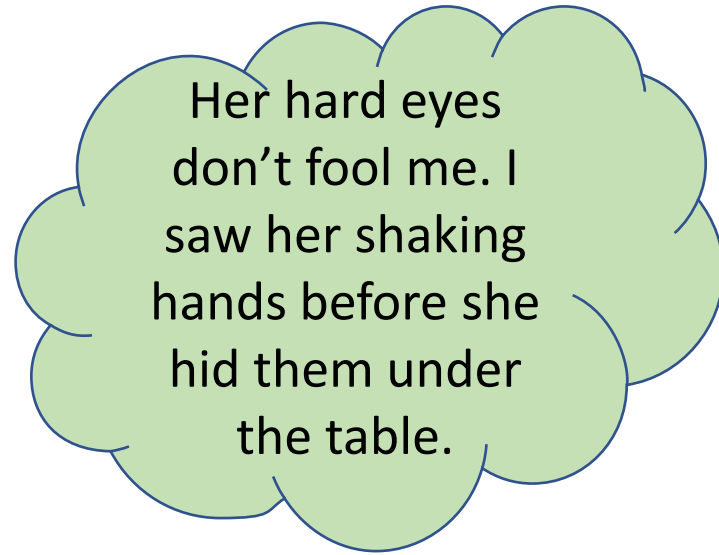
Self Blindness



He won't see fear in
my eyes... I'm
bricking it but he
will never know.



Self Blindness



Self Blindness



Who do you think is responsible for the failure of this task?



Self Blindness



Me!!!!



Self Blindness



Not me!! Dan! He didn't
sell anything and was
utterly useless at
everything! I made all the
decisions.



Self Blindness



Who's she trying to kid?
Too quick to defend
herself and the volume
in that voice... speaks
volumes.

I'll show her how
impressive I am with a
witty one liner...



Self Blindness



**All I've heard from you
so far is a lot of hot air,
so in the interests of
climate change you're
fired!**



Self Blindness



He he he. I'm so funny
everyone loves me.
Cue the grovelling
response...



Self Blindness



Thank you Lord Sugar for
this amazing opportunity. I
hope we meet again soon.



Self Blindness



IDIOT!



Quick Reflect

How might observing yourself critically lead to better communication with your learners?

All Competencies require
effective communication

Cultural



Reading widely can build cultural self-awareness. Reading builds knowledge of culture.



Writing can inform others of your position within the culture and an informed perspective. Selecting your form can enhance your message.



Speaking with others about your culture and learning to shift between your own and other cultures in social interactions can improve business/ personal communication. This may be live or virtual.



An active participant in cultural appreciation can listen and critically evaluate meaning within given situations.

Share Cultural Achievements



Romanas Januškevičius in 2016

Born 10 July 1953
Vilnius, Lithuania

Nationality Lithuanian

Alma mater Vilnius University
Steklov Institute

Known for Characterization of probability distributions and its stability

Awards Order of Holy Prince Daniel of Moscow (3rd degree)

Scientific career

Fields Mathematics

Doctoral advisor Vladimir Zolotarev



Jonas Kubilius

Born 27 July 1921
Jurbarkas district municipality, Lithuania

Died 30 October 2011 (aged 90)
Vilnius, Lithuania

Nationality Lithuanian

Alma mater Vilnius University
Leningrad University
Steklov Institute

Known for Probabilistic number theory

Awards Order of the Lithuanian Grand Duke Gediminas

Scientific career

Fields Mathematics

Who are the great Lithuanian thinkers of your subject area?

How do you share their journey with students to inspire their thinking?



QUICK REFLECT

How might you support students in their cultural communication?

Creativity



Without knowledge, we cannot be truly creative. Reading widely on a range of topics will generate space for stronger connections.



Note taking, brainstorming, exploring ideas in the written form will enhance creativity and problem solving. Sharing an idea in written form can give that idea power and traction.



Working with others creates new connections that can spark creative thinking. Being able to share your thoughts succinctly will make connections clearer and quicker.



Analysis of the ideas you are receiving will lead to creative thought.

Consider how bringing choice to the classroom can encourage group thinking and connection making.

How might you make this visible?

FRACTION CHOICE BOARD

Name: _____

Directions: Select _____ of the activities below to complete.

<p><u>Pattern Block Puzzles!</u></p> <p>Use pattern blocks to help you solve these fraction puzzles! Record your answers on the answer sheet.</p>	<p><u>Order 'Em Up!</u></p> <p>Select one set of fraction cards. Put the cards in order from least to greatest. Record your answers on the number line.</p>	<p><u>Fraction Logic!</u></p> <p>Think like a fraction detective! Use the clues to correctly color each of the fraction models.</p>
<p><u>What's The Mistake?</u></p> <p>In this activity the answers provided are wrong. Yes, WRONG! 😊 Your job is to find the mistake, fix it, and explain the error.</p>	<p><u>Fraction Tangrams!</u></p> <p>Solve the Fraction Tangram Puzzles! You may use a set of Tangrams to help you. Record your answers on the answer sheet.</p>	<p><u>Getting Geo with It!</u></p> <p>Use a Geoboard to build the polygons described. Each polygon is worth a different fractional amount.</p>



QUICK REFLECT

How might you support students in their creative communication?

Cognition



The power of cognition can be explored through reading. The more knowledge you have, the more knowledge you can add.



Sharing your cognitive processes through written form can support reflective growth.



Understanding human interaction is a cognitive process.



Interpreting others' thinking can support the reflection of your own mind.

metacognition

- Identify on something you have a deep understanding of.
- Reflect on how you developed a deep understanding, what were the stages you worked through?

Knowing where you are on your learning journey is powerful!

Stage 4: I have applied my knowledge in lots of different contexts and so I can begin to create new ideas with my knowledge

Stage 3: I have lots of information... I can begin working with this information now and applying it different problems

Stage 2: I have the basics and now I need to gather more information

Stage 1: I know nothing about this so I need to get to grips with the basics.

Self-Regulation

How well do you regulate your working practice?

General
administrative work

Pupil counselling

Pupil discipline including
detentions

What is adding to your workload?

Individual planning or
preparation of
lessons either at school or
out-of-school

Participation in school
management

Communication and co-
operation with
parents or guardians

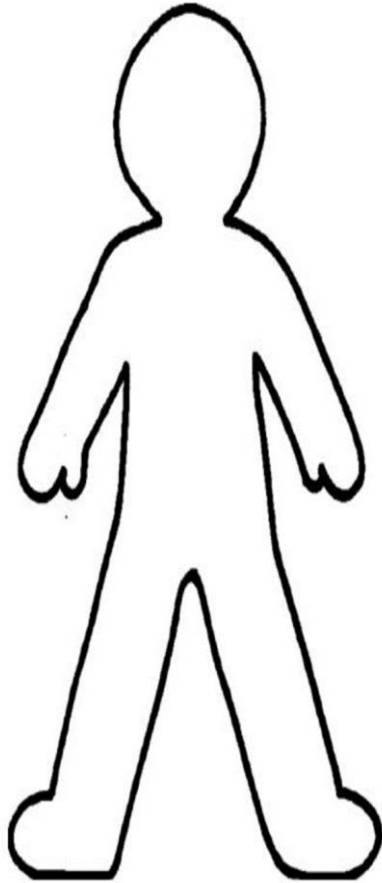
Engaging in extracurricular
activities

Pupil supervision and
tuition

Marking or correcting pupils' work

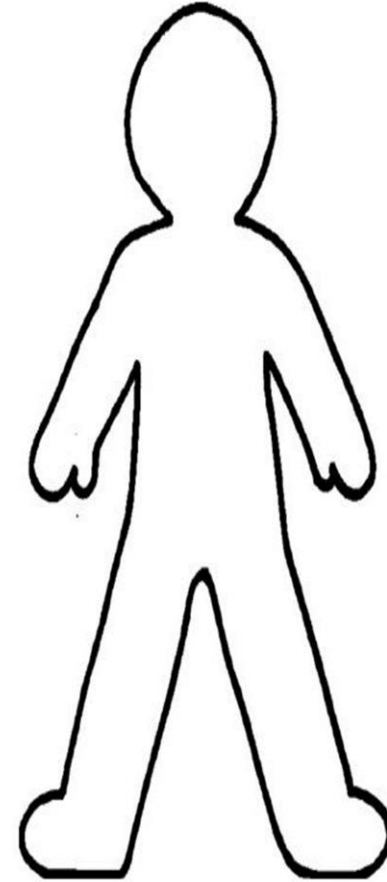
Team work and dialogue
with colleagues

NOT MANAGING WORKLOAD



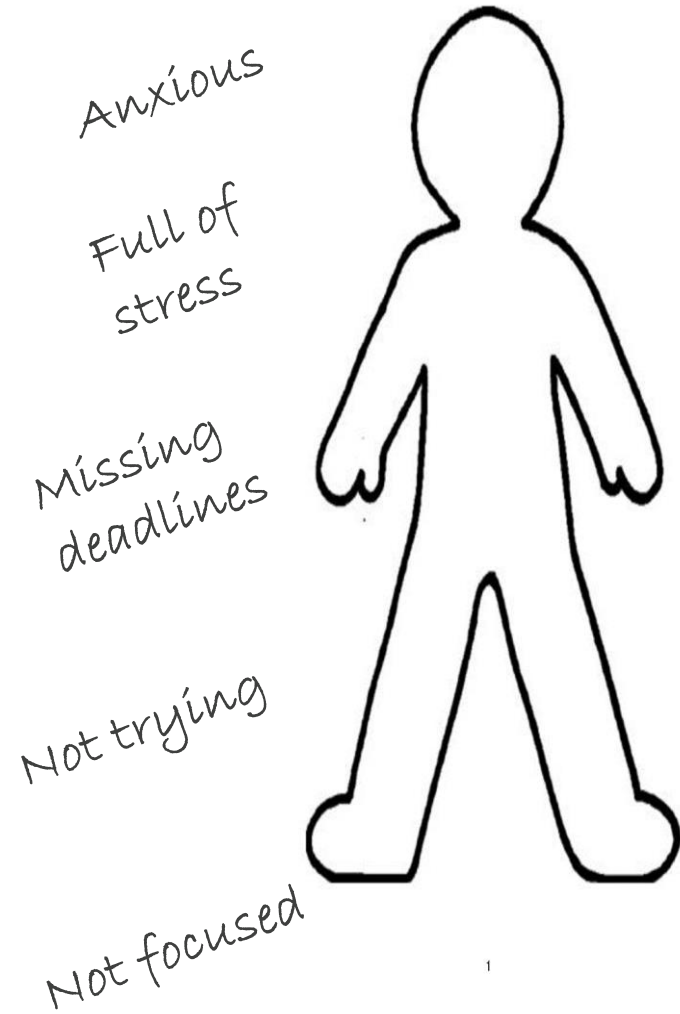
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MANAGING WORKLOAD

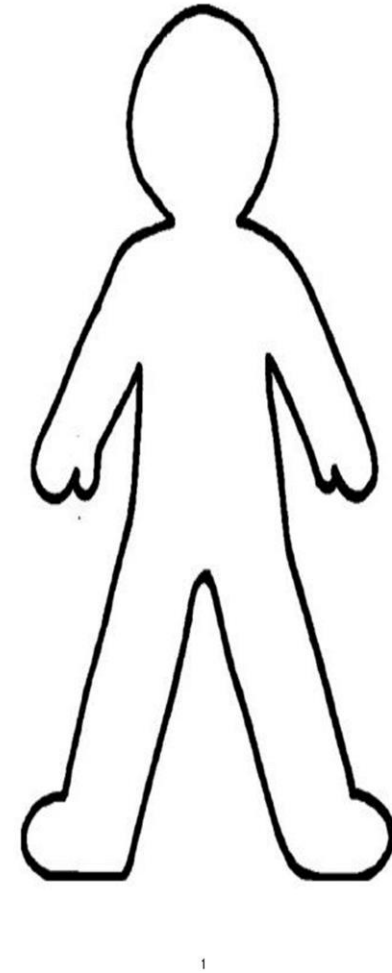


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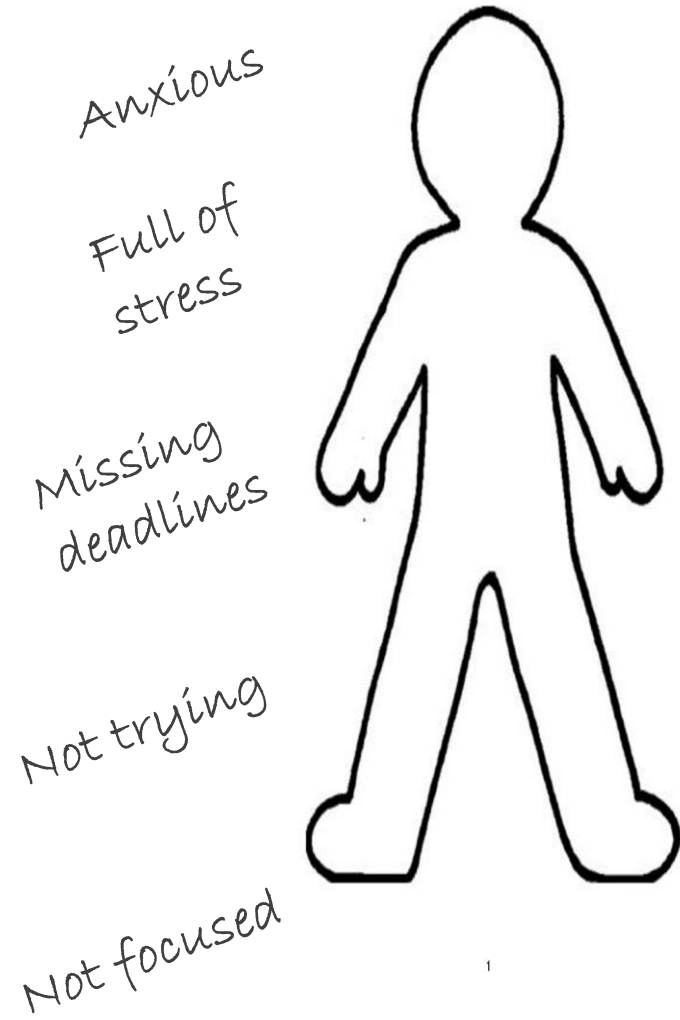
NOT MANAGING WORKLOAD



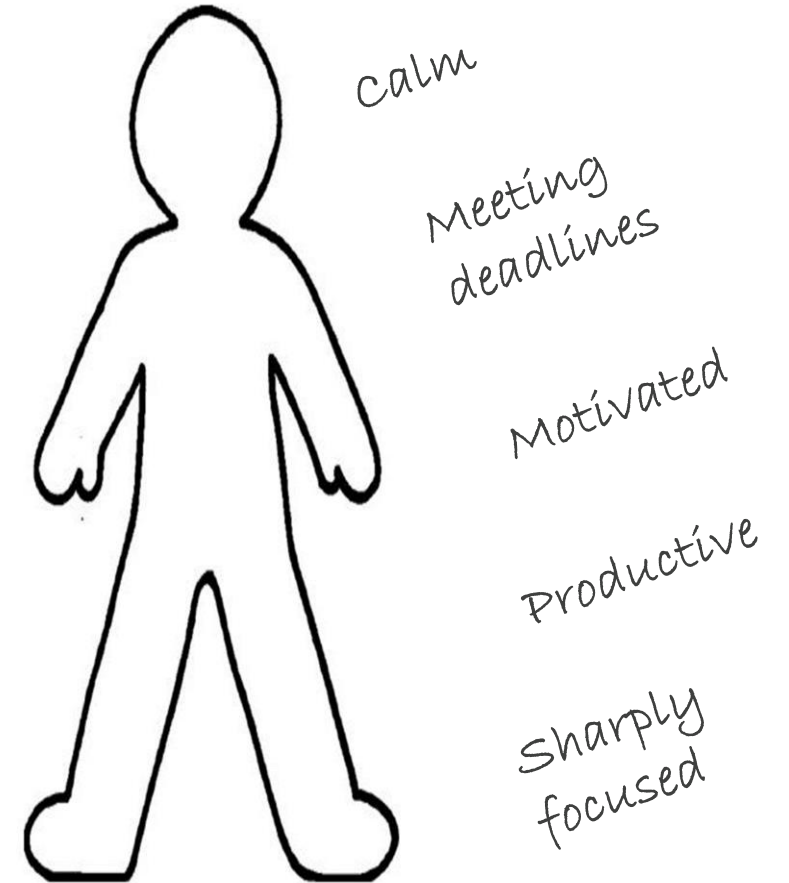
MANAGING WORKLOAD



NOT MANAGING WORKLOAD



MANAGING WORKLOAD



NOT MANAGING WORKLOAD

MANAGING WORKLOAD

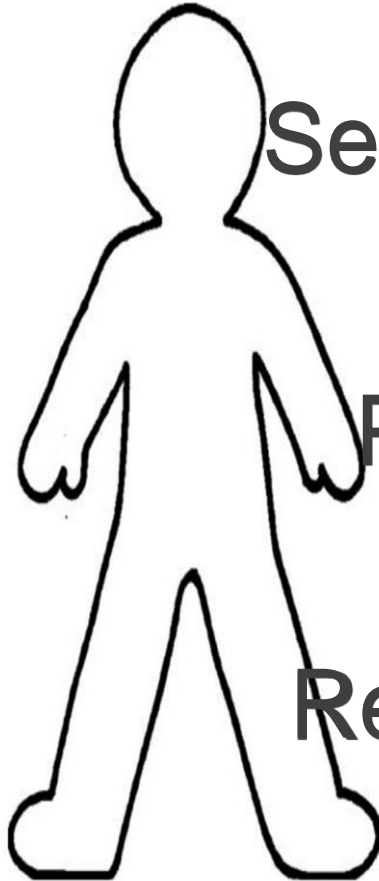
Anxious

Full of stress

Missing deadlines

Not trying

Not focussed



See it coming. Plan ahead.

Practice your mantras

Remove the unnecessary

Identify procrastination hotspots

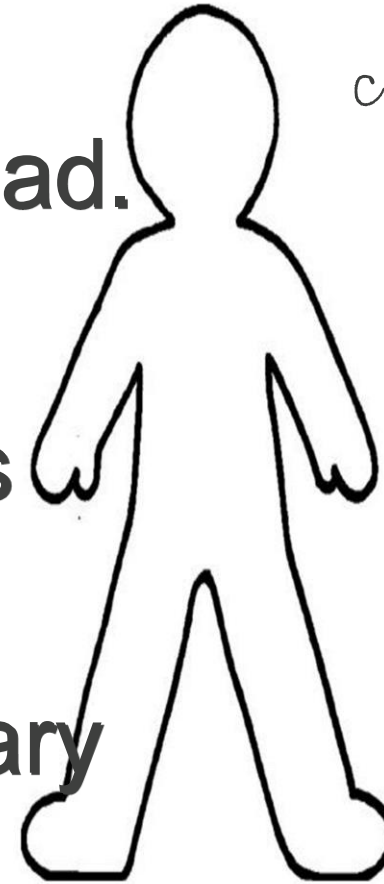
Calm

Meeting deadlines

Motivated

Productive

Sharply focused



Brian and Linda



Brian and Linda

Hi Brian, the PTA are meeting tonight. I want you to share with them your work on reading. Would you mind coming along?



Brian and Linda



Oh crap! I really need to start my marking and Lucy has booked a table for us and her parents at 6pm... I'll have to mark after we've been out or...

Could I get it done in the morning? Damn, I've already got to plan for the reading session on Wednesday, I was going to do that in the morning...

Brian and Linda



Brian and Linda



I hate
you!!

“Choose disappointment
over resentment”

Shame Researcher: Brene Brown

Practice your mantras

Consider how all lessons
could support students to
think about their own
thinking.

Review

Let's reflect upon our learning today. Complete the exit ticket the review your current position.

Exit Ticket		Name: _____	
The topic I have chosen to write about is:	I will be a better listener if:	I will be better at communication if:	New vocabulary that I learned today:

QUICK REFLECT

How might you support students in their cognitive communication?

Citizenship



Knowledge of citizenship begins with learning about the roles of others in society. The more we know, the more we can contribute



Choosing a medium to represent yourself as an active citizen can place you powerfully in society



Learning to be an active citizen can start in the classroom by learning to use your own voice.



Active citizens listen to understand the perspective of others

Develop a classroom culture



QUICK REFLECT

How does a good citizen communicate in your classroom?

Digital



Anyone can contribute to the digital society. How do our students learn to critically evaluate what they read online?



Having a voice in the digital world is easy. Being listened to is not. Crafting your message and choosing the medium for delivery can support you in becoming an effective participant.



Our digital society is connected. Students need to find their voice and learn to use it well.



In a digital world, the messages that we receive can be dangerous. Learning to critically evaluate these messages is key.

Skills for Success

Integrating digital literacy and communication

Embedding Media and Information Literacy in English

Big Picture Curriculum Outcome (page 68)

B7.4.2. 2.5. Write articles on given issues for publication in class and club magazines.

- Identify the topic for, purpose of, and audience for article writing.
- Generate ideas about more challenging topics and identify those most appropriate for the purpose.
- Write, using a variety of strategies and a wide range of print and electronic resources.
- Sort and classify ideas and information for writing a variety of articles.
- Write articles of different lengths on given issues for publication(e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, issues on gender and inclusion, web page, blog, or zine)

UNIT 3.2

Creation of lessons to demonstrate understanding of embedding MIL in English

UNIT 3.1

Creation, utilisation and monitoring of information and media content.

UNIT 2.2

Teaching JH1 to practise and evaluate embedding of MIL in the English curriculum

UNIT 2.1

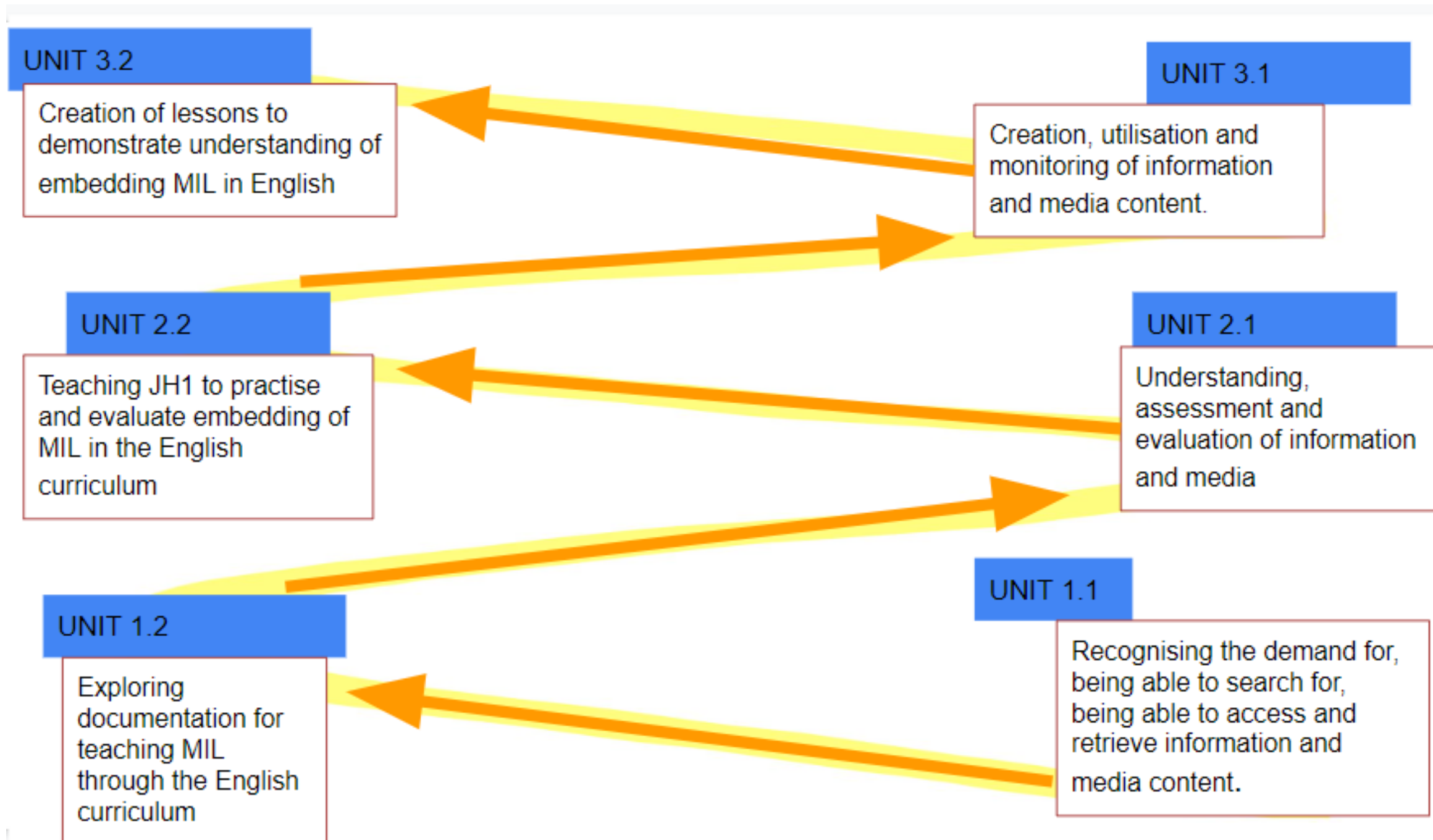
Understanding, assessment and evaluation of information and media

UNIT 1.2

Exploring documentation for teaching MIL through the English curriculum

UNIT 1.1

Recognising the demand for, being able to search for, being able to access and retrieve information and media content.

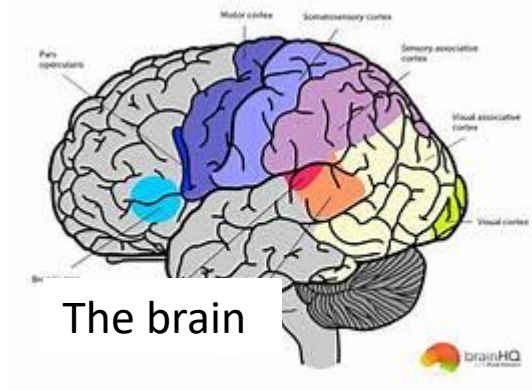


Session 3

What should I inform people about?

Exploring the purpose of 'knowledge and information sharing', specifically through writing

Connect

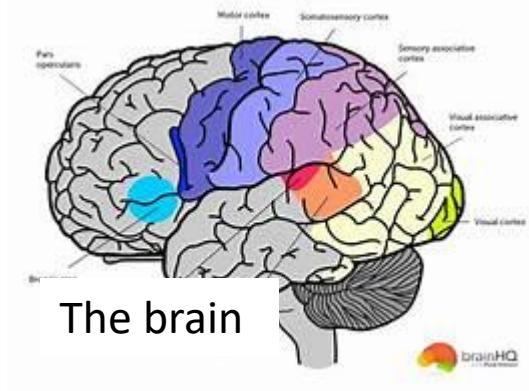


Which of the above topics interests you the most?

Why?

30 seconds to think
30 seconds to pair
Teacher will choose three people to share their ideas.

Connect



Which of the above topics interests you the least?

Why?

30 seconds to think
30 seconds to pair
Teacher will choose three people to share their ideas.

Learning Outcomes

Big Picture: We are going to write our own high quality information article on a topic of our choice

In this session:

- You will have chosen what you are going to write, based on your personal preferences or interests (passions).
- You will be able to explain in your own words what makes an active listener and how you can communicate more effectively.

ENGLISH SKILL
develop our confidence
and skills in listening and
speaking through
engaging in active debate
on a suitable topic.

Core Competency
Through a specific focus
on speaking and listening,
you will enhance their
skills in *Communication*
and *Collaboration*

New Information Digital Literacy

To work well online, we need **positive collaboration**

This takes:

- Active listening
- Asking good questions,

New Information English

To work well online, we need **positive collaboration**

This takes:

- **Active listening**
- Asking good questions

What does active listening look/
sound/ feel like?

New Information English

To work well online, we need **positive collaboration**

This takes:

- Active listening
- **Asking good questions**

What does asking
good questions look/
sound/ feel like?

Teacher Modelling

Let's practice this...

I will share with you information about a topic I am passionate about.

Your job is:

To listen attentively

To prepare to ask me good questions about my talk when I am finished.

Search for Meaning

- Choose a topic that you are passionate about
- Prepare to share information about your topic. You will be sharing for around one minute.
- You will present your topic to classmates.
- You will also listen attentively to their chosen topics, asking questions

Review

Let's reflect upon our learning today. Complete the exit ticket the review your current position.

Exit Ticket		Name: _____	
The topic I have chosen to write about is:	I will be a better listener if:	I will be better at communication if:	New vocabulary that I learned today:

QUICK REFLECT

How might you embed effective digital communication in your subject?

Social, emotional and healthy lifestyle.



The more we read, the more we know. Reading develops confidence in the world around our students, giving them context to understand and play an active role.



Writing can support students' self expression, contributing to positive mental health and well being.



Humans are social animals. We need to connect with others to thrive.



Listening is a powerful form of connection. To be listened to is to be validated and accepted. Our students can learn to contribute to the well-being of others as active listeners.



free

proud

guilty

happy

surprised

upset

scared



How do you feel today?



worried

angry

embarrassed

jealous

loved

QUICK REFLECT

How does your classroom support the social and emotional development of your students?



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30 minute break

Communication Competency



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ACTIVITY

Communication Competency

Break Out Discussion

- Which competency do you think is **easiest** to embed into your subject? Why?
- If you are in primary, which competency do you find **easiest** to bring into your classroom?
- Which competency do you think is the **most difficult** to embed in your subject? Why?
- If in primary, which competency do you find the **most difficult** to embed in your subject?



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FEEDBACK

Communication Competency

Break Out Feedback

- Which competency do you think is easiest to embed into your subject?
- If you are in primary, which competency do you find easiest to bring into your classroom?
- Which competency do you think is the most difficult to embed in your subject?
- If in primary, which competency do you find the most difficult to embed in your subject?



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Quick Wins

Communication Competency

Learning/ Thinking Journals for Metacognition

- What was easiest for me to learn this week, and why?
- What was most challenging for me to learn, and why?
- Which study strategies worked well?
- Which study strategies didn't work well, and what could I do differently next time?
- Did my study habits work well for me? What effect did they have on my learning?
- Which study habit could I improve upon next week?
- What are my targets for next week?

What is your perspective on summer?



Plan topical discussions to draw out a range of perspectives.

Highlight and celebrate differences.



**'TAKING ENDLESS
SELFIES CAN ONLY HAVE NEGATIVE
CONSEQUENCES FOR TEENS: IT
TEACHES THEM TO
VALUE THE SUPERFICIAL
SURFACE & SEEK THE
APPROVAL OF OTHERS.
SELFIES ARE POISON TO A
HEALTHY MINDSET.'**

**WRITE AN ARTICLE
FOR YOUR SCHOOL
WEBSITE GIVING YOUR VIEWS.**



**'MISUNDERSTOOD
& UNAPPRECIATED,
TATTOOS ARE A
BEAUTIFUL
ART FORM.'**

WRITE AN ARTICLE IN
WHICH YOU PERSUADE
OTHERS OF YOUR POINT
OF VIEW ON THIS
STATEMENT



‘YOUNG PEOPLE
ARE TOO OFTEN,
AND TOO EASILY,
BLAMED FOR
SOCIETY’S PROBLEMS.
IT’S A LAZY, YET
DAMAGING,
STEREOTYPE.’

WRITE AN ARTICLE FOR YOUR
SCHOOL WEBSITE
GIVING YOUR OPINIONS.



**‘GRAFFITI
– WHEN DONE
SKILLFULLY – IS A
WONDERFUL
ART STYLE THAT
BRIGHTENS A CITY LIKE
NOTHING ELSE.’**

**WRITE AN ARTICLE
FOR YOUR LOCAL
NEWSPAPER
OFFERING YOUR OPINIONS.**

Quickfire

- Each student chooses a slip of paper with one topic, such as *'mathematics is an important subject'* or *'Why should we have teachers when we have google?'*
- Now, everyone stands; they have 2 minutes to give their opinion on that topic to a classmate, using the target language such as *'I somewhat agree with you'*, *'I completely disagree'*, *'I think very differently'*, depending on level and lesson objective.

When the 2 minutes are up, students move on to a different classmate. Listen for mistakes, correct on the spot and monitor if they have taken your correction on board.

The Panel

- Choose two students, i.e those interested in a particular topic or who have strong views in a certain area and ask them to take a seat at the top of the room.
- They each give their opinion on the topic but the key here is that the rest of the students in the class ask questions, challenge them on their views and present alternative viewpoints to them.

This can create a very healthy discussion. Ensure students are using the lesson's lexical items, such as *'Can you expand on your point of view in relation to....'* or *'Can you help us understand why you would state that...'* depending on level.

Devils Advocates

- Divide your class into three groups:
1) Agree 2) Disagree 3) Devil's Advocates
- Write a debate topic on the board and assign a point of view to groups 1 and 2. (They should put their own views to one side for this task). Group 3 are the Devil's Advocates and so it's their job to provoke discussion, encourage various points of views and ensure the debate continues. Give a speaker from each group 2 minutes to speak before rotating so that all students in each group are participating.

Metacognitive Talk Questions

- What do I know about this topic?
- Have I done a task like this before?
- What strategies worked last time?
- What do I need to do first?
- How am I doing?
- What should I do next?
- Should I try a different strategy?
- Who can I ask for help?
- How well did I do at this task?
- What could I do differently next time?

MOOD METER

ENRAGED	PANICKED	STRESSED	SHOCKED	HYPER	UPBEAT	FESTIVE	ECSTATIC
LIVID	FURIOUS	ANGRY	STUNNED	LIVELY	EXCITED	MOTIVATED	ELATED
FUMING	FRIGHTENED	FRUSTRATED	RESTLESS	ENERGIZED	CHEERFUL	INSPIRED	DELIGHTED
ANXIOUS	APPREHENSIVE	WORRIED	ANNOYED	PLEASED	HAPPY	OPTIMISTIC	THRILLED
REPULSED	TROUBLED	CONCERNED	IRRITABLE	PLEASANT	JOYFUL	PROUD	BLISSFUL
DISGUSTED	DISAPPOINTED	DOWN	ASHAMED	AT EASE	CONTENT	LOVING	FULFILLED
PESSIMISTIC	DISCOURAGED	SAD	APATHETIC	CALM	SATISFIED	GRATEFUL	TOUCHED
ALIENATED	SULLEN	DISHEARTENED	BORED	RELAXED	CHILLED	BLESSED	BALANCED
EMBARRASSED	SORROWFUL	EXHAUSTED	TIRED	THOUGHTFUL	PEACEFUL	HARMONIOUS	CAREFREE
LONELY	HOPELESS	SPENT	DRAINED	RESTFUL	TRANQUIL	COZY	SERENE

← FEELING →



Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiksmų programa



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Part 6: Questions, comments, discussion

Communication Competency