

news



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N O V A S C O T I A T E A C H E R S U N I O N

Date: February 21, 2018 **For Release:** Immediately **Contact:** Angela Murray

NSTU president Statement

Note: The following is a statement from NSTU president Liette Doucet

Today the teachers of Nova Scotia sent a strong message and provided us with a strong strike mandate. Ninety-three per cent of NSTU's public school members voted and 4 out of 5— 82.5 per cent came out in support of an illegal strike. They made this decision knowing they could face loss of pay and heavy fines. They are so concerned for their students and the future of education that they are willing to accept hardship in hope that it will demonstrate to the government that the only way forward is through meaningful consultation.

Teachers want changes. Last year during law amendments they voiced their concerns to the public. Teachers, students and their parents shared concerns related to classroom conditions including the lack of support for special education and mental health. This is why we are so concerned that Minister Churchill wants to move forward with changes that will not help our students.

Changing governance and administration to one that mirrors Ontario and British Columbia is troubling. In both those provinces it has resulted in low teacher morale, teacher and administrator shortages, increased grievances and conflict. Teachers do not want that for Nova Scotia and especially not for their students. We understand that our working conditions are our students learning conditions.

Today, instead of announcing when job action will take place the NSTU is inviting government to work with us. We want Minister Churchill and the premier to meet with us and discuss the recommendation of the Glaze Report. We believe our students are best served if we receive and review the work of the Commission on Inclusive Education before making substantial changes to governance and administration.

We are willing to do whatever it takes to protect the future of public education in this province.

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