

March 24, 2026

To School Administrators, District Leadership, and Community Members,

Re: Against Redeploying TLs for Intervention Work

On behalf of the BC Teacher-Librarians' Association (BCTLA), we write to address a growing and concerning practice in schools across our province: the redeployment of Teacher-Librarians (TLs) to deliver small-group literacy or learning intervention sessions. We are not in opposition to literacy supports but advocating for the professional role of the Teacher-Librarian and the students who depend on access to Library Learning Commons,

Teacher-Librarians are dual-certified professionals: trained classroom teachers with specialized expertise in school librarianship. Our role is both school-wide and curriculum-wide. We collaborate with classroom teachers to co-plan and co-teach inquiry-based units, support the development of information and digital literacy across subject areas, and maintain the library learning commons as an inclusive, equitable, safe space for every student in the building. This role is distinct from, and cannot be substituted by, the targeted intervention work of Learning Support Teachers or Early Literacy specialists. Their roles are outlined in the collective agreement languages throughout the province whereas our work is grounded in the BC Curriculum, the BCTLA's *From School Library to Library Learning Commons* document, and the Canadian School Libraries' *Leading Learning* standards.

When Teacher-Librarians are pulled to run literacy groups or small-group interventions, the impact extends far beyond the individual TL. Whole-class collaborative programming is cancelled. Library access is reduced for all students. The instructional partnership that supports teachers across the school disappears. The students who most benefit from a rich, welcoming library learning environment are often the same students targeted by intervention programs and would lose that access entirely.

We recognize the very real pressures that lead to these decisions. Staffing shortages are genuine, and the need for literacy support is urgent. However, the solution cannot be the dismantling of another essential program. Literacy intervention requires the dedicated expertise of Learning Support Teachers and Early Literacy specialists. Teacher-Librarians are not a flexible staffing reserve. We are professionals with a distinct, irreplaceable role. Our goal is to help our students find their joy of reading.

We call on administrators and district leaders to protect Teacher-Librarian positions and programs, address intervention needs through appropriate staffing, and consult with TLs when decisions affecting library programs are being made. We are ready partners in finding solutions but those solutions must not come at the cost of the school-wide library programs every student deserves.

In advocacy and in service to students,



Tammy Le

President, BC Teacher-Librarians' Association

This letter is supported by:

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