

What you are paid for in HE; what you are not paid for

When you were offered a job as an ITE tutor/lecturer you were probably being rewarded for any or all of these:

- Excellent teaching
- Effective mentoring
- Professional development activities
- Achieving practitioner diplomas or further degrees
- Professional activity: such as working with an association, or running workshops for teachers
- Advisory work
- Professional publications
- Academic achievement
- Research funding and publications

When you get into the HE world you will find that, although these kinds of activity (often done in your own time) show your strengths and interests, they are not all going to be part of your job. In HE you are paid to teach, and do the administrative and examination work associated with teaching, and to do research which, through funding and publications, might bring money into the institution. You may be paid to do inservice work with teachers if your institution has that as one of its aims.

Your salary will not cover professional development work which does not relate to teaching on institutional courses. Your salary will not cover working with school departments who might ask you unless this is related to teaching or research funding in some way. Your salary will not cover working with ex-students whose development interests you but who are not on courses or subjects for research. Your salary will not cover observing experienced teachers unless you can call it research. Although you will be expected to write, articles in professional journals and books for teachers will not be seen as useful because they do not attract central research money. If you want money for these things you will have to charge people a private consultancy fee. What happens in practice is that ITE tutors often do these things for nothing because:

- this kind of activity interests them
- this is what they thought being an ITE tutor would let them do
- they cannot say 'no' when someone asks for help or offers something interesting
- these activities inform both their teaching and their research

The last point is the most important in terms of prioritising your time. Most institutions have a category 'scholarly work' which covers some of your other activities, but this category also covers reviewing papers for journals and conferences; organising, attending and presenting at conferences; reading; examining and advising in your own institution and at others; liaison with other academics etc. You are expected to do all these things to keep up to date with the academic side of your field, and to ensure your own research work and publications are of an appropriate quality.

But hang on! When are you going to have time to do all the teacher/teaching liaison and professional development work which

- makes your teaching better?
- creates networks for more effective ITE work?
- improves the quality of ITE placements?
- provides experiences on which to build research projects and ideas?
- improves the teaching of mathematics?

This document is available at: <http://www.itemaths.org.uk/articles/> (art026)

Either you have to turn your back on all that, or tell yourself that you can do it in the gaps during term-time. This means that you have to do your research, reading, conferencing and so on out of term-time. This is why ITE tutors work hours which are sometimes as long as teachers, and still do not have long holidays. The rewards are that you have more choice over what you do, and when and where to put your greatest energies. There is much more flexibility about working conditions during the working day. There are structures in place through which your work can be clearly valued by colleagues, either inside or outside your institution. If you are really lucky there are times when you can do personally challenging mathematics nearly all day. The combination of working with people and mathematics is exhilarating.