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WHO IS THE EYT? A NARRATIVE INQUIRY INTO A FIRST YEAR TEACHER'S
EXPERIENCES OF INTEGRATING A SOPHISTICATED THINKING SKILLS MODEL
IN A STANDARDS BASED, KINDERGARTEN CLASSROOM (195 pp.)

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The first year of teaching is full of many surprises, challenges, and insights; however, there is a paucity of experience by entry year teachers that shows the first year of teaching to be committed to the ideals of fostering Henderson and Kesson's (2004) model of 3S understanding. This study lends itself to beginning research in this area by describing the engagement of a specific 3S model, *Philosophy for Children* (Lipman, Sharp, & Oscanyan, 1980). *Philosophy for Children* not only works with subject knowledge, but also enhances K-12 students' understanding of the democratic self and social spheres of living. By engaging students in a disciplined and meaningful way of thinking, the participant in the study, an entry year teacher goes against the grain and provides insight and possibilities to working with curriculum through a lens of democratic understanding in order to challenge the dominant paradigms and initial habituation of first year teachers. Through collaboration and narrative analysis, this teacher's first year experiences, perceptions, and interpretations are brought to the forefront of examining new ways of working with first year teachers. This study shows that working with EYTs is important for fostering subject knowledge and teaching responsibilities, but also important for developing democratic self and social responsibilities (Henderson & Kesson, 2004).