

JOHN NIMMO PUBLICATIONS

Books

Edwards, C., Gandini, L. & Nimmo, J. (Eds.) (2015). *Loris Malaguzzi and the teachers: Dialogues on collaboration and conflict among children, Reggio Emilia 1990*. Lincoln, NE: Zea Books.

Derman-Sparks, L., LeeKeenan, D. & Nimmo, J., (2015). *Leading anti-bias early childhood programs: A guide for change*. New York: Teachers College Press.

Jones, E. & Nimmo, J. (2004). *Emergent Curriculum* [Chinese Language Edition, translated by Zhou, X., Lu, L.Z. & Wang, B]. Shanghai, China: East China Normal University.

Jones, E. & Nimmo, J. (1994). *Emergent curriculum*. Washington, D.C.: National Association for the Education of Young Children.

Chapters and Commentaries

Nimmo, J. Fowler, A., Goyal, V., & Marciello, A. (in preparation). Voices of children: Cross-cultural collaborations in understanding and documenting the meaning of children's rights through dialogue and video. In S.Madrid, M.J.Moran, R.Brookshire, & M.Buchanan, (Eds.). *Collaborative Cross Cultural Research Methodologies in Diverse Early Care and Education Contexts*. New York, NY: Routledge.

Nimmo, J. (2015). Commentary, the emotional experience of nature. In S. Madrid, D. Fernie & R. Kantor (Eds.). *Reframing the emotional worlds of early childhood classroom* (pp.129-131). New York, NY: Routledge.

Nimmo, J. & Hallett, B. (2011). Childhood in the garden: A place to encounter natural and social diversity. In, A. Shillady (Ed.). *Spotlight on young children and nature* (pp. 31-37). Washington, DC: NAEYC.

Nimmo, J. (2009). The growing a green generation project (case study). In, J.Aber, T.Kelly, & B.Mallory (Eds.), *The sustainable learning community: One university's journey to the future*. (pp. 192-194). University Press of New England

Nimmo, J. (2008). Do we see conflict as something only to be avoided? In, L.Gandini, S.Etheredge, & L.Hill. (Eds.). *Insights and inspirations from Reggio Emilia: Stories of teachers and children from North American*. (p.175 & pp.208-9). Worchester, MA: Davis Publications.

Carter, M. & Nimmo, J. (2006). Response to Part 1: First Principles. In, A.Fleet, C.

Patterson, & J. Robertson (Eds.). *Insights behind pedagogical documentation* (pp.91-94). Sydney, Australia: Pademelon Press.

Nimmo, J., Jones, E. & Li-Chen, W. (2004). Preface to the Chinese Language Edition of the book *Emergent Curriculum* (Jones, E. & Nimmo, J), translated by Zhou, X., Lu, L.Z. & Wang, B. Shanghai, China: East China Normal University.

Nimmo, J. (1998). The child in community: Constraints from the early childhood lore. In, C.P. Edwards, L. Gandini, & G.E. Forman. (Eds.), *The hundred languages of children: The Reggio Emilia approach –Advanced reflections (2nd ed.)* (pp.295-312). Norwood, NJ: Ablex.

Edwards, C., Gandini, L., & Nimmo, J. (1994). Promoting collaborative learning in the early childhood classroom: Teachers' contrasting conceptualizations in two communities. In, L. Katz & B. Cesarone (Eds.). *Reflections on the Reggio Emilia approach*. Perspectives from ERIC/EECE: a monograph series, No.6: 81-104. Urbana, IL: ERIC Clearinghouse for Elementary and Early Childhood Education.

LeeKeenan, D. & Nimmo, J. (1993). Connections: Using the project approach with two and three year olds in a university laboratory school. In C.P.Edwards, L.Gandini, & G.E.Forman. (Eds.), *The hundred languages of children: The Reggio Emilia approach to early childhood education* (pp.251-267). Norwood, NJ: Ablex.

Refereed Journal Articles

Derman-Sparks, L., LeeKeenan, D. & Nimmo, J. (2015). Building anti-bias early childhood programs: The role of the leader. *Young Children* 70 (2): 42-45.

Chen, D., Nimmo, J. & Fraser, H. (2009). Becoming a culturally responsive early childhood educator: A tool to support reflection by teachers embarking on the anti-bias journey. *Multicultural Perspectives* 11(2): 101-106.)

Nimmo, J. & Park, S. (2009). Engaging early childhood teachers in the thinking and practice of inquiry: Collaborative research mentorship as a tool for shifting teacher identity. *Journal of Early Childhood Teacher Education*. 30 (2): 1-12.

Nimmo, J. (2008) Young children's access to real life: An examination of the growing boundaries between children in child care and adults in the community. *Contemporary Issues in Early Childhood* 9 (1): 3-13.
http://www.worldwords.co.uk/CIEC/content/pdfs/9/issue9_1.asp

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Nimmo, J. (2002). Nurturing the spirit to teach: Commitment, community & emergent curriculum. *Australian Journal of Early childhood*. 27 (2): 8-12.

Jones, E. & Nimmo, J. (1999). Collaboration, conflict and change: Thoughts on education as provocation. *Young Children* 54: 5-10.

Edwards, C., and Gandini, L., & Nimmo, J. (1992). Favorire l'apprendimento cooperativo nella prima infanzia. Concettualizzazioni contrastanti degli insegnanti di due comunita. *Rassegna di Psicologia* 9 (3): 6590.

Nimmo, J. (1986). Unique curricula for day care: Considerations for future direction, *Australian Journal of Early Childhood* 11 (1): 1014; Reprinted: The Quality Care Kit, Bicentennial project, National Child Watch, Australian Early Childhood Assoc., 1988.

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Other Articles, Book Reviews, Briefs, Interviews, Published Papers and Proceedings

LeeKeenan, D. & Nimmo, J. (in preparation). Anti-bias education in changing and challenging times. *Exchange (due Nov/Dec, 2016)*.

Derman-Sparks, L., LeeKeenan, D. & Nimmo, J. (2015). Leadership matters: Creating anti-bias change in early childhood programs. *Exchange* 37 (6): 8-12.

Nimmo, J. (2011). [Review of the book *Emergent Curriculum in the Primary Classroom: Interpreting the Reggio Emilia Approach in Schools*]. *Innovations in Early Education: The international Reggio exchange* 18 (3):

Nimmo, J. (2010). The cultural complexities of the child's right to participate: Perspectives from Ghana. (Members' Briefing Paper 9.3). Melbourne, Australia: Center for Equity and Innovation in Early Childhood.

Kaminsky, J.M. (2009). Transformation and challenge in Reggio-inspired teacher education programs: An interview with Carol Bersani, John Nimmo and Andrew Stremmel – Part two. *Innovations in Early Education: The International Reggio Exchange* 16(3): 10-19.

Kaminsky, J.M. (2009). Transformation and challenge in Reggio-inspired teacher education programs: An interview with Carol Bersani, John Nimmo and Andrew Stremmel – Part one. *Innovations in Early Education: The International Reggio Exchange* 16(2): 10-19.

- Nimmo, J. (2009). [Review of the book *We are all explorers: Learning and teaching with Reggio principles in urban settings*]. *Innovations in Early Education: The international Reggio exchange* 16 (1): 18-21.
- Nimmo, J. (2008/February). Images of teacher potential: A conceptual framework for early childhood teacher professional development. *Early Education* [Chinese language journal, issue #430]: 17-20.
- Nimmo, J. (2007). Emergent curriculum. In, R. New & M. Cochran. (Eds.). *Early childhood education: An international encyclopedia*. (pp.181-182). Greenwood Publishing.
- Nimmo, J. (1999). *Community building and nurturing the early childhood professional*. Proceedings of Crèche and Kindergarten Association International Early Childhood Conference: Changing Faces (pp.1-26). Brisbane, Australia: Crèche and Kindergarten Association of Queensland.
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