

# **Information for parents about well-being assessments in TOPI**



## **In Copenhagen, we focus on all children's well-being**

Well-being is central to a good childhood. Therefore, in Copenhagen Municipality, we focus on all children's well-being through two annual well-being assessments in 0-6-year-old daycare centers.

The well-being assessments are carried out using the internal pedagogical reflection tool TOPI, which stands for Early Detection and Action.

In this brochure, as a parent, you can find information on how we work with well-being assessments. You can also read about when you will be involved and see an example of a well-being assessment.



## **Well-being assessments ensure targeted work with children's well-being**

According to the Daycare Act, all daycare centers are required to create the right conditions for all children to thrive, learn, and develop.

The two annual well-being assessments help ensure that all children are seen and heard, and that the pedagogical staff has a dialogue about well-being, gains greater insight into children's needs, and has the opportunity to work purposefully to create well-being for all children.

TOPI also helps the pedagogical staff to identify children who are not thriving, so the daycare can intervene early with a pedagogical effort.

If your child moves to another daycare or a school/KKFO in Copenhagen Municipality, the information about well-being assessments will follow, ensuring your child has a smooth transition and is well-received in the new environment.

## How does the daycare conduct well-being assessments in TOPI?

For the well-being assessments, the pedagogical staff reflects on the individual child and the group's well-being.

The pedagogical staff assesses well-being using the categories: well-being, increased attention, and concern:

**Well-being:** The child is thriving, developing, and learning well.

**Increased attention:** There is increased attention that the child is not thriving in all areas, and it should be further investigated together with you as parents how the child can thrive again.

**Concern:** There is a concern for the child's well-being, and there is a need for a pedagogical intervention in collaboration with you as parents to help the child thrive again.

After the well-being assessment, the pedagogical staff discusses if there is anything in the daycare's daily routine they can change to maintain or support the child's well-being.



**Examples of well-being in TOPI:**

The child appears happy, content, and curious. The child participates in play and seeks contact with other children and adults in the group.

**Examples of increased attention in TOPI:**

There are areas of the child's well-being that require attention, for example, the child has difficulty navigating daily transitions, or the child's contact with other children and adults has changed.

**Examples of concern in TOPI:**

The child does not seem to be thriving. The child is developing very little. The child may seem insecure, for example, in their contact with other children and adults in the group.

## **Example of a well-being assessment:**

The staff in the green group at Børnehaven Mælkevejen reflect on the well-being of all the children in the group in TOPI.

They agree that they have increased attention for Emil, 3½ years of age, who has recently gone from being a happy and active child to being quieter and easily upset.

The staff concludes that this started when the assistant Peter left the group, and there were various substitutes whom Emil did not know. Emil was very fond of Peter.

The staff decides that the educator Sarah, whom Emil feels comfortable with, will give Emil more attention and care in the coming period. She will also be the one to greet him in the morning and sit with him during gatherings, activities, and meals.

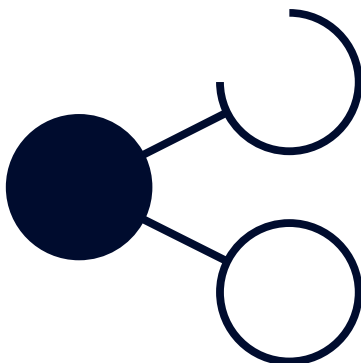
Sarah talks to Emil's parents about it. They have also noticed that Emil has not been as happy to go to kindergarten lately as he usually is. They think it is a good idea for Sarah to take extra care of Emil in the coming period. They are also glad to know why Emil has not been as happy in kindergarten, so they can better talk to him about it at home.

## **Parents are always involved if there is concern for your child's well-being**

If there is increased attention or concern for your child's well-being, you as parents will always be involved.

The well-being assessment is a good starting point for cooperation between the daycare and parents. As parents, you can know that the staff continually monitors all children and their well-being.

You can always ask the staff about your child's well-being. It may be that the child is thriving at home but not in daycare or vice versa. In this situation, it is important that the daycare and parents work together to help the child thrive again.



## Data handling

In Copenhagen Municipality, daycare centers use Rambøll's system Hjernen&Hjertet ('Brain& Heart') to conduct well-being assessments.

Data is deleted according to the applicable deletion deadlines, and all employees who have access to the material are subject to confidentiality.

Data is stored by the supplier Rambøll, who operates the system independently. Copenhagen Municipality is the data controller and has a data processing agreement with Rambøll.

You can read more about how the daycare handles your personal information and your rights in the Privacy Policy, which you can find in shared files in Aula. You can also contact the Children and Youth Administration's GDPR function via the form solution available at [www.kk.dk/databeskyttelse-buf](http://www.kk.dk/databeskyttelse-buf).

## Questions

Contact your child's daycare if you have questions about TOPI.

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