Affective Curriculum for Gifted Students in Malaysia: A Recommendation

Abstract
In recent years, the Malaysian Ministry of Education has been reviving gifted and talented programmes. Gifted students are well-known for their academic achievements, but their socio-emotional development are often given less attention in schools. This article discusses the socio-emotional issues of gifted adolescents, and the needs for providing affective curriculum in gifted education to cater the socio-emotional needs of gifted adolescents. Various models for developing an affective curriculum are also discussed within the context of the Malaysian education system. Finally, this article considers the possible implications on teacher education and provides suggestions for future research to be conducted in Malaysia.

Keywords: Gifted education, affective curriculum, socio-emotional development, Malaysia

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