**A Critical Review of Gifted and Talented Students in Malaysian Educational Programs**

Najlaa N. Wadaa

School of Education – Al-Mustansyreah University

Social Science School-University Science Malaysia

This paper provides a critical review of gifted and talented students in Malaysia by exploring the concept of creativity in the current teaching practices. Based on Gagné’s (2004) definition, ‘giftedness’ is understood as outstanding potential and ‘talent’ as outstanding performance. This in turn means that these students have a unique learning needs and show exceptional levels of creativity. Due to their uniqueness, these students need to be challenged and engaged by a creative curriculum as well as creative pedagogical approaches that have the potential to change their lives and transcend their giftedness to another level to produce knowledge that potentially benefits the society (Abu Baker, 2016). According to Kim, Kaufman, Bear and Sriraman (2013, p.1), “Most gifted education programs have the promotion of creativity as one of their goals, and many include creativity in their screening process”. To this end, the paper explores the various strategies implemented to meet the specific learning needs of gifted and talented students in Malaysia. It also considers the current research gaps in relation to gifted and talented education and creativity by examining the PERMATApintar (TM) Programme at National University of Malaysia (UKM). This program is based on Gagne (2010) Development Model of Gifted and Talented (DMGT) in which the domain of giftedness (natural abilities) is categorised as Intellectual, Creative, Social, Perceptual, Muscular and Motor Control. Finally, the paper considers the possible implications on creativity in gifted and talented education in Malaysia.