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The present study aimed to investigate the occupational stress and professional development perceived by special educators in Hong Kong. In 2000, the Education Commission launched a 10-year campaign that strived for quality education from reconfiguration of academic system including redesign of the curriculum aims and assessment mechanism. Intense and frequent changes have come and transformed the ecology of the education system. Local surveys indicated that most teachers have been suffering a great amount of stress due to worsened working conditions and increase of professional requirements. Many teachers underwent burnout and might have considered quitting their profession. A questionnaire was distributed to investigate these teachers' (n=15) stressors and gather data regarding their professional development. Seven individual interviews were then conducted in order to collect wider and deeper concerns from the representatives of novice, experienced and administrative teachers. Results of data analysis were discussed in an attempt to recommend possible measures for the sustainability of teachers in different stages.



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