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The paper purposes to find out the ways to sustain the special educators under educational reforms in Hong Kong. It includes the investigation upon their perception on occupational stress and professional development after the Education Commission launched a 10-year campaign in 2000. This campaign conglomerates the restructure of curriculum, the reconfiguration of academic system, and the upcoming transformation of assessment mechanism. The ecology of the education system has been experiencing intense and numerous changes. Increasing local surveys are disclosing most teachers have been suffering huge stress. Poor working conditions and raised professional expectations are found as essential sources, making large proportion of teachers approaching burnout and intending to leave their profession. A 4-section questionnaire is sent to all teachers in schools for children with physical disabilities and data is gathered from these special educators (n=92) regarding their stressors and professional development. Eleven individual interviews are conducted to channel voices from the representatives of novice, experienced and administrative teachers. To recognize how the special educators grow up in their professional path, six experienced teachers are invited to participate into a focus group discussion. Results of data analysis are discussed and possible measures are recommended for teachers' sustainability in different stages of their professional lives.



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