Statement of Purpose
The National Association for Sport and Physical Education (NASPE) is comprised of professionals committed to recognizing and appreciating the worth and dignity of every individual who participates in sport, physical education and physical activity. Each NASPE professional is responsible for achieving and maintaining competency of knowledge and integrity of practice as demonstrated through fair, honest and respectful behaviors toward students, colleagues, the discipline and profession, and society.

Each NASPE professional is expected to uphold the professional standards of integrity of research and practice, as well as professionalism as articulated in this code of ethics. This code speaks to the core values of the profession.

Principle I. NASPE professionals commit themselves to their own learning, and model professional practices. 

NASPE professionals:

1.1 Understand their responsibility for teaching others and for guiding their learning and development.

1.2 Recognize that knowledge forms the foundation of their practice and is vital for continuous personal and professional growth.

1.3 Demonstrate the highest degree of professionalism in teaching, citizenship and service.

1.4 Call unethical or illegal professional behavior to the attention of appropriate authorities and refuse to accept gifts or favors that could influence their own professional actions or decisions.

1.5 Exercise proper judgment in all interrelationships, so that their actions are always characterized by respect and concern for others.

1.6 Engage in a variety of professional development activities, including research projects, conferences, presentations, and reading and contributing to professional publications.
Principle II. NASPE professionals are educators who nurture each student’s intellectual, physical, emotional and social development. NASPE professionals:

2.1 Foster growth in all students by integrating intellectual, physical, emotional and social learning.

2.2 Respect each individual’s dignity and worth in a confidential, professional and legal manner.

2.3 Help students value their own identities and appreciate cultural differences, and serve as role models in promoting lifetime wellness and social responsibility.

2.4 Help students reflect on their own learning so that they can connect activities to life experiences.

2.5 Promote physical activity without prejudice related to skill level, physical appearance or individual biases, among other factors.

2.6 Engage students in physical activities that encourage diverse approaches to teaching and learning.

2.7 Provide a range of opportunities for students to demonstrate their individual abilities.

2.8 Present the curriculum by using research-based materials from a variety of sources.

2.9 Foster student development through methodologies that allow students to analyze, synthesize and evaluate materials, while communicating information in a safe, healthy learning environment.

Principle III. NASPE professionals create, support and maintain challenging learning environments for all. NASPE professionals:

3.1 Model the value — both intrinsic and extrinsic — that participating in physical education and physical activity contributes to one’s quality of life.

3.2 Serve as role models by displaying the habits of mind and work necessary to develop and apply knowledge.

3.4 Serve as role models by displaying a curiosity and enthusiasm for learning.

3.5 Invite students to become active, inquisitive and perceptive individuals who reflect upon and monitor their own learning.

3.6 Apply their professional knowledge to promote student learning and implement programs based on a strong understanding of human development and learning theory.

3.7 Support and advocate for the resources necessary for challenging students of all
abilities appropriately.

Principle IV. NASPE professionals advance the intellectual and ethical foundations of the learning community by collaborating with colleagues and other professionals in the interest of student learning. NASPE professionals:

4.1 Recognize the responsibilities that come with the trust placed in them.
4.2 Share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms.
4.3 Serve as mentors and advocates for students' growth and development.
4.4 Serve as positive models for youths and the public, embodying intellectual honesty, diplomacy, tact and fairness.
4.5 Believe in the potential of every person to learn about and lead a physically active life.
4.6 Seek continually to extend the knowledge base and best practices within physical education.
4.7 Encourage and support their colleagues in their efforts to build and maintain high standards.
4.8 Respect fellow colleagues and believe that everyone has the right to teach and learn in a professional and supportive environment.
4.9 Participate in preparing and inducting new educators, and in professional development for all staff.

Principle V. NASPE professionals collaborate with parents and the community, building trust and respecting confidentiality. NASPE professionals:

5.1 Recognize the importance of engaging and partnering with parents and other community members to enhance physical education programs and to promote student learning.
5.2 Recognize how cultural and linguistic heritage, gender, family and community help shape experience and learning.
5.3 Engage community agencies in using resources, thereby building collaborative services in support of all children.
5.4 Serve as advocates for community health and wellness by working collaboratively with national, regional and local agencies.

5.5 Abide by the laws of confidentiality concerning the affairs of all students under their care and supervision.

**Position Statement Authors**

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