

Online teaching and learning have been a steady trend in distance education as an alternative to face-to-face teaching methods in the recent past. The worldwide pandemic outbreak of novel coronavirus has forced educational institutions to resort to online teaching and learning mode. Consequently, schools that had not implemented online teaching before, needed to rethink transitioning from face-to-face to online learning mode. A qualitative case study research design was used to explore and describe the transitioning experience from face-to-face to online teaching and learning during covid-19 Pandemic at an academy in the Philippines. Purposive sampling with maximum variation was used to select the participants for the study. There were eight participants that included school administrators, teachers, school children and their parents. Prior to data collection, the study sought for approval from Ethics Review Board, the school administration, and informed consent from the participants and the parents of the participating children. The data were collected through audio and video recorded interviews, observations, and document review. The data were transcribed and analyzed using HyperResearch software to obtain codes, categories and themes. The findings show the following themes: Leadership experiences, preparations needed, teacher experiences, online learning platforms utilized, and the challenges. The study has implications on adequate teacher preparation and training on online teaching, curriculum design and development, and classroom management that requires new paradigm. Further studies should focus on post pandemic teaching and learning implications.